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ABSTRACT

The fourth revision of this report, prepared under the sponsorship of the Cooperative Accountability Project (CAP), contains seven state accountability statutes enacted in 1975, as well as two other statutes enacted in 1972 and 1973. The contents of the nine laws consist of directives and recommendations for comprehensive planning, evaluation of programs, assessment of student performance, state and local district educational goals and performance objectives, management information systems, teaching competencies and inservice teacher education programs, and school accreditation based on performance. Table 1 presents the status of accountability legislation in November 1975, by listing the states that have enacted laws and those that have not. A comulative graph indicates the increasing number of states that have enacted such legislation during the past ten years. Table 2 indicates what kinds of programs associated with methods for attaining accountability are being operated or piloted in the 50 states. Complete copies of all the accountability laws are in the appendix. (Author/MLF)

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EA 008 253

LEGISLATION BY THE STATES: ACCOUNTABILITY AND ASSESSMENT IN EDUCATION

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LEGISLATION BY THE STATES: ACCOUNTABILITY AND ASSESSMENT IN EDUCATION

Prepared By

Phyllis Hawthorne

Division for Management and Planning Services

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent
for the
Cooperative Accountability Project
Denver, Colorado

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Program Administrators

Alpheus White
Dexter A. Magers
U.S. Office of Education
Bureau of Elementary and Secondary Education
Division of State Assistance

Wisconsin Coordinator

Archie A. Buchmiller
Assistant State Superintendant
Wisconsin Department of Public Instruction

Single copies for Colorado requestors may be obtained from:

COOPERATIVE ACCOUNTABILITY PROJECT
1362 Lincoln Street
Denver, Colorado 80203
Phone (303) 892-2133

All other requests should be referred to:

STATE EDUCATIONAL ACCOUNTABILITY REPOSITORY (SEAR)
Miss Phyllis Hawthorne, Research Analyst
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
Phone (608) 266-1344

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FOREWORD

All three previous editions of the Cooperative Accountability Project's publication, *Legislation by the States: Accountability and Assessment in Education*, have been among the most frequently requested items issued by the Project. Both the number and variety of requestors clearly indicate that a wide audience is analyzing the many different elements of state mandates for educational accountability. It seems accurate to say that this monograph has become a primary source of information for educators and other individuals involved in the development and evaluation of accountability programs.

As legislatures continue to enact new or modify existing laws concerning educational accountability, it is important to revise *Legislation by the States* to provide as current data as possible. Thereby, the ongoing growth and improvement of accountability efforts is reflected in legislative directives.

CAP is greatly indebted to Phyllis Hawthorne of the State Educational Accountability Repository (SEAR) for her continuing research which is reflected in the updated editions of this publication. We anticipate its popularity and value will be maintained with each revision.

Arthur R. Olson, Director
Cooperative Accountability Project

PREFACE

This report is the fourth revision of *Legislation by the States: Accountability and Assessment in Education*, which has been prepared under the sponsorship of the Cooperative Accountability Project (CAP). The last updating was completed in November of 1974.

The report contains seven statutes enacted in 1975, as well as two other statutes enacted in 1972 and 1973 not included in previous updatings of the report.

There will be one more updating of *Legislation by the States* before the Cooperative Accountability Project, administered by the State of Colorado since April, 1972, is completed. The final revision in 1976 will contain copies of all the accountability statutes obtained during the duration of the Cooperative Accountability Project.

We wish to take this opportunity to express our appreciation to all those staff members of the state education agencies who have supplied the Project with legislative acts from their states, as well as with documents for the State Educational Accountability Repository (SEAR).

Phyllis Hawthorne
James H. Gold
State Educational Accountability Repository (SEAR)
Department of Public Instruction
Madison, Wisconsin 53702

LEGISLATION BY THE STATES: ACCOUNTABILITY AND ASSESSMENT IN EDUCATION

Section I. Introduction

Nine laws which contain characteristics of the concept of accountability are reported in *Legislation by the States: Accountability and Assessment in Education*, an annually updated report of the Cooperative Accountability Project. Seven new or amended laws were enacted in 1975 legislative sessions; two of the laws were passed in earlier sessions. The states that enacted these statutes are New Jersey with two laws, Florida with three laws, and Mississippi, Ohio, Oregon, and Kansas, each with one law. The contents of the nine laws, discussed in Section II of this report, consist of directives and recommendations for comprehensive planning, evaluation of programs, assessment of student performance, state and local district educational goals and performance objectives, management information systems, teaching competencies and inservice teacher education programs, and school accreditation based upon performance.

Mississippi is the only new state to be added to the roster of states that currently have some kind of legislation related to accountability, a number which totaled 31 states in November, 1975. This total does not include two more with Joint Resolutions noted in Table 1 which are not laws in the true sense of the definition, but which are being implemented as if they were law. Table 1 presents the status of accountability legislation in November, 1975, by listing the states which have enacted laws and those which have not. A cumulative graph indicates the increasing number of states that have enacted such legislation during the past ten years, reflecting a growth pattern which rose steeply from 1971 to 1973, but which shows signs of tapering off by 1975.

Many bills introduced in 1975 did not become law either because they engendered political difficulties, could not be funded, or were not wanted by state education agencies and were defeated. The Education Commission of the States noted in its June 30, 1975, issue of *Legislative Review* that 60 bills with accountability elements had been introduced since the beginning of the 1975 legislative sessions. The majority of the 60 bills, however, died in committee, were killed, or were vetoed by state governors. Some of the bills still may be pending or they may be reintroduced in the January, 1976, legislative sessions. Kentucky will be introducing the "Educational Accountability Act of 1976" in January, which marks the start of a 90-day session in that state. The bill lists general educational goals and requires the Kentucky Department of Education, with the assistance of an advisory group, to present the Governor with a plan for achieving these goals by April, 1977. The Joint Interim Committee of the Kentucky State Legislature has agreed to the bill, and there is a chance that it will become law in 1976. The Massachusetts State Board of Education is refiling a bill for assessment in the state's 1976 legislative session. In addition to the statewide assessment program for evaluating the effectiveness of education in certain subject areas, incentive grants will be provided to cities, towns, and regional school districts for instituting local assessment programs. New Jersey will be introducing a bill in 1976 for a management information system. A California Senate bill, which would have amended the well-known Stull Act for evaluating the performance of certificated employees, died in committee. A second bill introduced by the California Assembly for affirmative action, which had some accountability-related methods, was vetoed by the Governor.

Not all states have laws relating to accountability. Some departments of education and their local school districts are opposed to mandated accountability, but this does not mean that these states do not engage in programs that strive for accountability. Whether or not a law has been passed, there isn't a state in the nation that has not introduced in its educational planning some means for attaining accountable results. A review of state education agency reports in the Wisconsin State Educational Accountability Repository (SEAR) indicates that accountability has become a factor in the educational plans and programs of all state education agencies and that the concept is beginning to reach the local school districts as well. Methods for achieving accountability are revealed in programs for planning; assessment and evaluation programs; program planning-and-budgeting systems; management information systems; management-by-objectives systems; accreditation of schools based upon performance; various competency-based teacher education and certification programs; and in programs that are expressly titled accountability programs.

Table 2 indicates what kinds of programs associated with methods for attaining accountability are being operated or piloted in the 50 states. We emphasize that the development of this Table is based solely upon state education agency reports in SEAR. Omissions in the Table are quite possible because SEAR may not contain information about every project a state is piloting or beginning to implement. Some states are piloting or beginning to implement programs allied to accountability but are not yet at the stage where printed reports about the programs are available.

The identification of the programs in Table 2 does not mean that all the states are conducting full-blown programs in all the areas checked. Some of the programs are being piloted on an experimental basis; some are operating in a few school districts on a voluntary, try-out basis. This situation is particularly applicable to competency-based teacher education programs, several of which are being tried out on a pilot basis in the teacher preparation programs of the states' colleges and universities. Most of the pilot support goes to the teacher preparation institutions, but considerable support also is directed to inservice program development in the local

Table 1

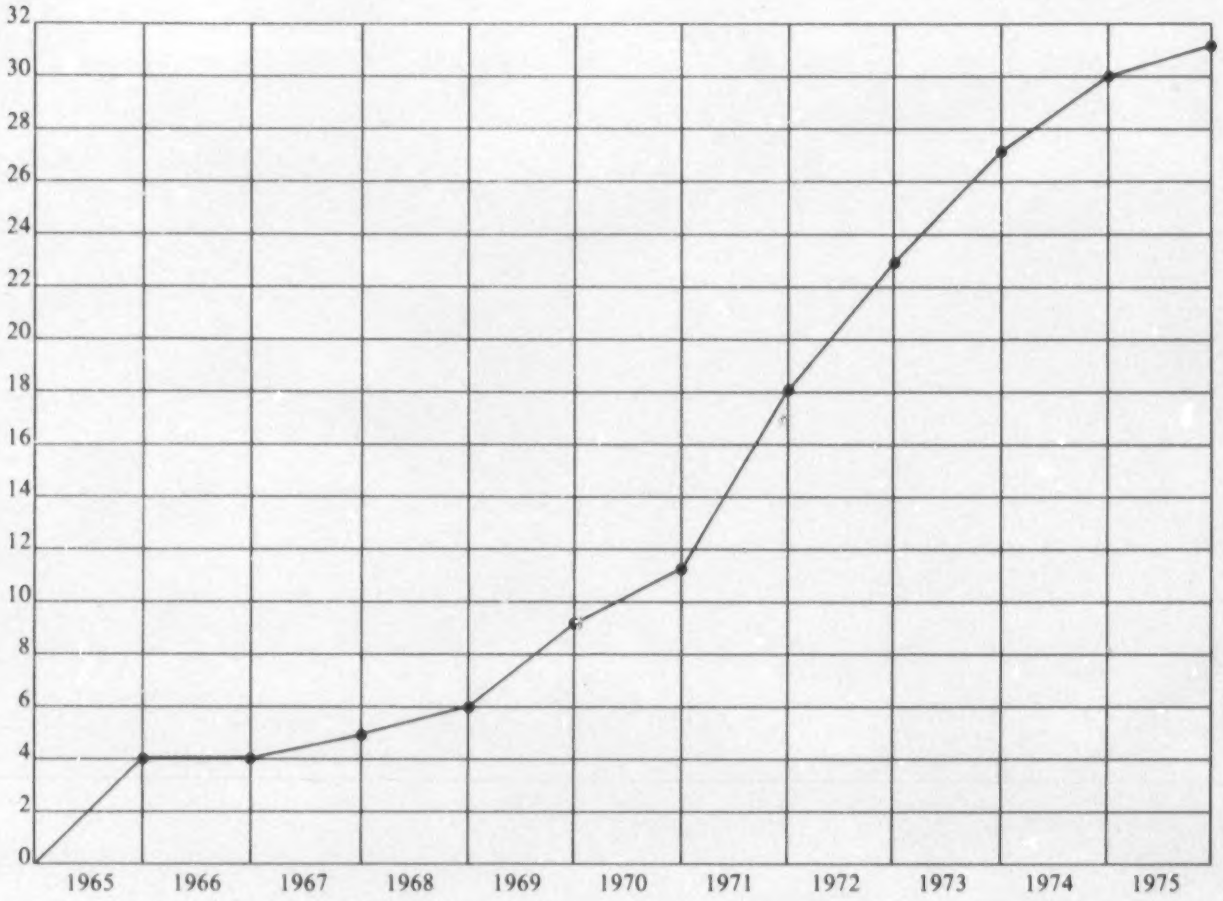
Status of Accountability Legislation, November 1975

State	Legislation Enacted	No Legislation
Alabama		X
Alaska	X	
Arizona	X	
Arkansas	X	
California	X	
Colorado	X	
Connecticut	X	
Delaware		X
District of Columbia		X
Florida	X	
Georgia	X	
Hawaii	X	
Idaho		X
Illinois	X	
Indiana	X	
Iowa	X	
Kansas	X	
Kentucky		X
Louisiana		X
Maine		X
Maryland	X	
Massachusetts	X	
Michigan	X	
Minnesota		X
Mississippi	X	
Missouri		X
Montana		X
Nebraska	X	
Nevada	Jt. Resolution	No Statute
New Hampshire		X
New Jersey	X	
New Mexico	X	
New York	X	
North Carolina		X
North Dakota		X
Ohio	X	
Oklahoma	Jt. Resolution	No Statute*
Oregon	X	
Pennsylvania	X	
Rhode Island	X	
South Carolina		X
South Dakota	X	
Tennessee		X
Texas	X	
Utah	X	
Vermont		X
Virginia	X	
Washington	X	
West Virginia		X
Wisconsin	X	
Wyoming		X
TOTAL**	31	20

*The contents of the Resolution were made a part of the School Code.

**Total does not include the Joint Resolutions. Inclusion of the District of Columbia makes a total of 51.

Cumulative Graph of States With Accountability Legislation
1965 — 1975



school districts, as well as for the development of alternative certification methods. Table 2, therefore, does not describe the degree to which the states are committed to the programs; it only indicates that the states are involved in accountability-related programs, in some cases extensively, in other cases in the beginning stages. The Table does reveal that all the states are trying out or actively operating a number of programs associated with accountability, whether or not the programs have been mandated by law. The programs that have been mandated by law, insofar as SEAR has been able to determine, are denoted with an asterisk.

The next two sections of this report describe some of the main points in the nine laws reported for the first time, beginning with 1975 legislation in Section II. Section III discusses the two laws enacted before 1975. Complete copies of all the laws can be found in the Appendix.

Table 2

States Involved in Accountability Methods
(Programs with asterisk are mandated by law. See page 6 for Table Legend.)

State	Account. System	Assess. Stud. Achieve.	Prog. Eval.	Educ. Goals	Learner Obj.	Compr. Plan.	PPBS	MBO	MIS	Unif. Acctg. System	CBTE CBTC[1]	Perf. School Accred.	Total Areas
Alabama		X	X	X	X		X	X			X		7
Alaska		X	X	X	X		*X	X			X		7
Arizona		*X	*X	X	*X	X			X	*X	*X		8
Arkansas[2]		X	X		X		*X						4
California[3]		*X	*X	X		X	X	X		*X	*X		8
Colorado[4]	*X	X	*X	*X	*X	*X	*X	X	X	*X	X	X	12
Connecticut		X	*X	X	X		X	X			X		7
Delaware	X	X		X	X						X		5
D.C.	X	X	X	X	X	X					X		7
Florida	*X	*X	*X	X	*X	*X	*X	*X	*X	*X	*X		11
Georgia[5]		*X	*X	X	X	X				*X	X		7
Hawaii				X			*X				X		3
Idaho				X			X	X			X		4
Illinois		X	X	X	X		*X	X		X	X		8
Indiana		X	X	X			*X				X		5
Iowa		X	*X	X	X	X					X	X	7
Kansas	X	X		X	X	X		X			X	*X	8

[1]Readers are cautioned to remember that states checked for CBTE/CBTC in this table do not necessarily have operating programs. Although some states have implemented CBTE/CBTC programs, the majority merely are making studies of such a program or are conducting pilot programs in the state's colleges, universities, or in some local school districts. Several states have enacted laws (Colorado, Connecticut, Georgia, Kansas, Massachusetts, Oregon and Washington) which are predisposed toward CBTE/CBTC in that they call for an evaluation of teachers according to evaluative criteria to be established by the state board of education or by a state teachers' commission.

[2]The Arkansas Department of Education has directed that a study be conducted of CBTE/CBTC.

[3]State goals are not mandated in California. Since 1972, a Joint Legislative Committee on Educational Goals and Evaluation and the Department of Education have been collecting local district goals, subgoals, and priorities based on criteria established by the Committee to assist the local districts in identifying their educational goals and priorities. The Committee recommends that the collection of goals be used as a basis for proposing state and local program priorites for California public schools.

[4]Colorado has not mandated a state assessment program according to the Colorado Department of Education. Testing and assessment of students is conducted by local districts.

[5]Georgia mandated a state assessment program, but an assessment is being conducted in Atlanta only, known as the Atlanta Assessment Project.

Table 2 (continued)

State	Account. System	Assess. Stud. Achieve.	Prog. Eval.	Educ. Goals	Learner Obj.	Compr. Plan.	PPBS	MBO	MIS	Unif. Acctg. System	CBTE CBTC	Perf. School Accred.	Total Areas
Kentucky		X	X	X	X	X				X	X		7
Louisiana	X	X		X	X						X		5
Maine		X		X	X	X					X		5
Maryland	*X	*X	*X	*X	*X		*X			X	X		8
Massachusetts		*X		X	X	X					X		5
Michigan	X	*X	*X	*X	X				X		X		7
Minnesota		X			X	X					X		4
Mississippi[6]	*X	*X	*X	*X	*X						X	X	7
Missouri	X	X		X	X		X				X		6
Montana		X		X	X				X		X		5
Nebraska		*X	*X	X	X	X			*X	*X	X		8
Nevada[7]		X	X	*X	*X	X			X		X		7
New Hampshire	X	X	X	X	X			X			X		7
New Jersey		X	*X	*X	*X	X	X			X	*X		8
New Mexico		X	*X	X	X		X	X		*X	X	*X	9
New York		*X	*X	X	X		X		X		X		7
N. Carolina	X	X			X	X		X			X		6
N. Dakota		X	X	X							X		4

[6]In 1975, Mississippi enacted a law for a program of accountability and assessment of performance.

[7]Nevada's legislation is in the form of a Joint Resolution, not a law in the true sense of the definition, but the State Department of Education is following the Resolution's recommendations.

Table 2 (continued)

State	Account. System	Assess. Stud. Achieve.	Prog. Eval.	Educ. Goals	Learner Obj.	Compr. Plan.	PPBS	MBO	MIS	Unif. Acctg. System	CBTE CBTC	Perf. School Accred.	Total Areas
Ohio	*X	X	X	*X	*X					*X	X		7
Oklahoma[a]	*X	*X	*X	*X	*X					X	X	*X	8
Oregon		*X	*X	*X	*X	*X	X	X	*X	X	X		10
Pennsylvania		X	*X	X		X					X		5
Rhode Island		*X		*X	*X	*X	X		*X	*X	X		8
S. Carolina		X	X	X	X	X		X		X	X		8
S. Dakota			*X	X			X	X		X	*X		6
Tennessee		X	X	X							X		4
Texas		X	X	X	X	X	*X	X		X	X		9
Utah		X	*X	X		X	X				X		6
Vermont				X	X			X			X		4
Virginia		*X	X	X		X		*X			*X		6
Washington		X		X	X				X	X	X		6
West Virginia		X	X	X							X		4
Wisconsin		*X		X	X	X	*X				X		6
Wyoming		X	X	X	X	X				X	X	X	8
Total States	14	47	36	48	40	25	22	18	11	20	49	7	

[a]Oklahoma's legislation also is a Joint Resolution, but it has been made a part of the School Code laws. It is a system of accountability stressed at the local level. Each district that wishes state accreditation must intiate a system wide needs assessment for all grades.

Table 2 Legend

Acctb. System - Accountability System
Assess. Stud. Achieve. - Assessment of Student Achievement
Prog. Eval. - Program Evaluation
Educ. Goals - Educational Goals
Learner Obj. - Learner Objectives
Compr. Plan. - Comprehensive Planning
PPBS - Program Planning and Budgeting System
MBO - Management-by-Objectives
MIS - Management Information System
Unif. Acctg. System - Uniform Accounting System
CBTE/CBTC - Competency-Based Teache· Education/Competency-Based Teacher Certification
Perf. School Accred. - School Accreditation based partly on performance

New Jersey Chapter 212, Laws of 1975

One of the more interesting of the new 1975 laws, in light of the attention paid to school financing in recent years, is a New Jersey statute enacted in September of 1975 which entails a comprehensive educational plan tied in with a state aid program to implement the system. Intense public interest was created in New Jersey when the State Supreme Court in 1973 upheld the decision of the Superior Court (Robinson vs. Cahill) that the current method of financing public education in the state was unconstitutional, and the system would have to be changed. New Jersey's State Constitution says that "the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the state between the ages of five and eighteen years is a legislative responsibility." The Court determined that the present financing method failed to provide the "thorough and efficient" system required under the State Constitution. The Court directed the state to define what educational obligation was intended by the phrase, "thorough and efficient," and ordered the New Jersey State Legislature to develop a plan for financing a system of education to meet the constitutional mandate by December 31, 1974.

The State Board of Education appointed a Task Force (composed of State Board members, the Commissioner of Education, and the New Jersey Department of Education's division heads) to come up with a definition of "thorough and efficient" education. The Task Force decided to develop the definition through the State Board of Education's Administrative Code which constitutes the official instrument of the state for the codification of its rules. Changes in the Administrative Code must be submitted to the public for its views, and the Task Force involved educational and civic groups, as well as the public, in the development of the definition. The proposed Code changes have received wide distribution throughout the state, but final action for adoption has not been taken by the State Board of Education up to the present time. The definition of "thorough and efficient" does appear in the new law, Chapter 212, Laws of 1975, *New Jersey Statutes*.

Chapter 212, known as the "Public School Education Act of 1975," was introduced to the Senate in December of 1974. In the bill, the New Jersey State Legislature maintains that a thorough and efficient system of public education "depends upon the economic, historical, social, and cultural context in which that education is delivered." The bill goes on to define the overall goal of a thorough and efficient system of free public schools as one which "provides all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society."

A state aid program to implement the bill provides approximately $300 million in additional school aid in 1976-77, representing an increase *to* 39 per cent; $420 million by 1977-78, and increase *to* almost 40 per cent; and $50 million in guaranteed minimum aid to districts above the statewide average. The New Jersey State Legislature had not appropriated the funds for the program as of November, 1975, and it is possible that the section providing $50 million in guaranteed minimum aid might jeopardize legislative approval of all funding for the bill.

Chapter 212 contains several provisions that are consonant with methods to attain accountability:

- Establishment of educational goals and standards of performance, both at the state and local levels
- Encouragement of public involvement in the establishment of the educational goals
- Review and update of goals and performance standards set by the state at least once every five years
- A statewide system for evaluating the performance of each school
- Evaluation and monitoring of programs, both at the state and local levels

Four years after the effective date of Chapter 212, the State Board of Education is to submit a comprehensive report to the Governor and the New Jersey State Legislature which assesses the effectiveness of the law in achieving a thorough and efficient system of free public schools. Following a review of local school and district evaluation of programs, the State Board of Education can bring action before the Superior Court if corrective steps are indicated from the review and if a local board of education refuses to comply with the State Board's recommendations.

New Jersey Chapter 16, Laws of 1975

A second bill, Chapter 16, Laws of 1975, was enacted in New Jersey in February of 1975 which should be read in context with the directives in Chapter 212. The bill created a legislative Joint Committee on the Public Schools to monitor the system of free public schools in the state. Its members are seven senators and seven assemblymen. The Committee is to conduct a continuing study of the public school system, its financing, administration, and operations, and make recommendations for legislative action for the maintenance and support of a thorough and efficient system of free public schools. The role of the Joint Committee on the Public Schools, in cooperating with the State Board of Education and the Commissioner of Education to implement the thorough and efficient system, is documented in Chapter 212.

Misssissippi House Bill No. 35, 1975

Few legislative acts have been enacted by state legislatures in recent sessions that are labeled accountability programs; more often approaches to accountability are not designated as such, but can be found in comprehensive education acts that encompass

several programs. Accountability processes also are obscured in state fiscal budgets which provide funds, and therefore indicate support, for programs associated with accountability. The Michigan State Legislature, for instance, has provided funds for competency-based teacher certification programs since 1973. It is not certain that the funds proposed for the competency-based programs in Michigan's 1975-76 budget will remain intact because the state is involved in significant budget revisions, but proposed funds have been allocated to competency-based teacher certification programs in the current Michigan state budget bill not yet approved.

Mississippi is an exception to these "hidden" approaches to accountability. The Mississippi State Legislature enacted House Bill No. 35 in February, 1975, which initiates a state educational accountability and assessment program. The Mississippi Department of Education is to develop the program and establish a procedure for the continuing examination and updating of adopted state goals. Goal-related performance objectives are to be identified, and procedures are to be established for evaluating state and school district performance in relation to the stated goals and objectives. Public reporting is required. The Mississippi Department of Education may appoint a state advisory committee on educational accountability.

Local Mississippi school boards are required to adopt plans for local accountability programs to measure the adequacy and efficiency of educational programs offered by the school districts. The local school boards can appoint citizen advisory accountability committees to make recommendations to the local boards. The State Department of Education is to provide technical assistance to the local school districts in planning and implementing their programs. Inservice training for personnel involved in carrying out the state's program of accountability is to be provided by the Mississippi Department of Education.

The Mississippi accountability act is not a prescriptive bill; it provides broad guidelines for carrying out the intent and purpose of the bill and allows the State Department of Education to determine the specific procedures for establishing and implementing the program.

Ohio Senate Bill No. 170, 1975

The Ohio State Legislature mandated a state assessment program in the 1975 session as a result of a study by a legislative education review committee established two years ago. This bill is more prescriptive in its directives than the Mississippi law. The Ohio Department of Education has been operating a Title III needs assessment program in reading, and the Department staff hopes to integrate the needs assessment program with the new assessment program mandated by law.

Senate Bill No. 170 requires the appointment of a state advisory committee to draw up proposed plans and standards for the assessment program after consulting with professional educators and other governmental officials and citizens. The members of the advisory committee are to be appointed by the State Board of Education; four legislators must be included in the membership.

The assessment is to be conducted annually and is to provide the desired information no later than the 1975-76 school year, which does not allow much lead time in preparing for the program. A sampling of students, including those from racial and cultural minority backgrounds, is to be assessed on a variety of subjects. Reading and English composition must be included among the subjects assessed and at several age and grade levels. Objective-referenced testing and a variety of test instruments are to be used, and data referenced to state and national norms may be collected and analyzed. The data will be used to identify educational needs according to socioeconomic, demographic, and other characteristics in a way that will preserve the anonymity of the students, teachers, schools, and school districts.

The Ohio Department of Education is to evaluate annually each new educational program and activity it administers that was initiated during or after the 1975-76 school year. The evaluation is to show the degree to which the program or activity achieves its goals and objectives and meets the state's educational needs. This information is to be open to the public.

School districts are to issue annual reports of school programs for each school in the district according to guidelines set forth by the State Board of Education and the appointed state advisory committee. The reports should contain information about the achievements, problems, plans, and improvements in the school or school district, and they are to be issued to the local communities, parents, and citizens.

Oregon Senate Bill No. 829, 1975

Many states have coordinating councils for higher education, but some states have appointed councils or state boards of education in charge of public and private education from kindergarten through post-graduate programs. Oregon is one of these states.

Senate Bill No. 829, enacted in Oregon's 1975 legislative session, amended and repealed certain sections of the *Oregon Statutes* regarding the duties of the Educational Coordinating Council, which had been in charge of all segments of public and private education in the state. The name of the Council was changed by the Bill to the Oregon Educational Coordinating Commission, and the seven members of the new Commission are to be appointed by the Governor. None of the members is to be affiliated with governing boards or employed by or operating a public or private educational agency or institution. The Commission is to appoint an advisory committee, and this committee is to represent all segments of education.

The Bill has some accountability aspects which apply to elementary and secondary education, as well as to post-secondary education. The Commission is to develop, adopt, and maintain a comprehensive educational plan and related policy objectives, including statewide educational goals and indicators for evaluating the qualitative and quantitative effectiveness of all aspects of

education from kindergarten through post-graduate programs. The educational programs are to be evaluated to determine the extent to which identified needs are being met. Finally, a comprehensive statewide data information system is to be developed and implemented.

Florida Chapter 75-284

A comprehensive information system also received attention from the Florida State Legislature in 1975, first in Chapter 75-284 and again in the Florida State Appropriations Bill for 1975-76.

Chapter 75-284 is titled the "Public Education Act of 1975." The bill amends previous sections of the *Florida Statutes 1974 Supplement*. Some of the amendments apply to the comprehensive information, accounting, and reporting system of sections of Florida's Educational Finance Act of 1973, while others relate to local district comprehensive educational plans required by 1974 amendments to the Educational Finance Act of 1973.

Over a three-year period, Florida has been developing procedures and standards which report program costs on a school-by-school basis as required in the Educational Finance Act of 1973, as well as on an aggregate district basis. Before the 1973 Act, state reporting requirements were on an aggregate district, function-object basis only. The amendments detail what cost reporting is required of the local districts for the 1975-76 fiscal year and each succeeding fiscal year, and they include the program cost categories which will constitute the district programs. In addition, the Florida Department of Education, the Department of Administration, and the Department of Revenue are directed to investigate and study alternative methods of public school finance jointly and in cooperation with the Florida State Legislature and the State Board of Education. The law expects full implementation of an alternative method to be accomplished by July 1, 1980.

Each district school board is to develop a comprehensive annual and long-range plan that will meet the educational needs of the district in not less than five years. The plan is to contain district goals and objectives consistent with the state goals of education. The 1975 amendments to this section of the law require that each local school district develop a method for evaluating the district's comprehensive plan. The results of the evaluation are to be reported to the Commissioner of Education. Each district's comprehensive plan and its plan for the evaluation of student performance and progress are reviewed by the Commissioner. Information and assistance are to be provided to the professional educational personnel of the districts by the Florida Department of Education if improvement is warranted.

The Commissioner of Education is to develop and implement an integrated information system for public school educational management which will encompass the management decisions to be made at the school, district, and state levels. The information needed for such decisions is to include the relationship between costs and effectiveness. Funds were appropriated in the 1975-76 State Appropriations Bill for the development and implementation of the information system. The Commissioner of Education is to submit to the Legislature an interim progress report on the information system by February 1, 1976.

Florida State Appropriations Bill of 1975-76

The State Appropriations Bill of 1975-76 emphasizes the importance of the integrated information system by declaring such a system to be a priority of the Florida State Legislature. Each school district, community college, state university, and the Department of Education is to give priority to improving their information systems, with specific emphasis on common data definitions and data handling procedures. Through a centrally coordinated and supervised effort, this information from the school districts, community colleges, or state universities will be used to prepare analyses and reports.

Section III. Legislation Enacted Before 1975

Two earlier laws have been picked up by SEAR in the updating of *Legislation by the States* which were not reported previously. One is the Teacher Education Center Act which was enacted by the Florida State Legislature in 1973 and amended in 1974; the other is a school accreditation law enacted in Kansas in 1972.

The Florida Teacher Education Center Act of 1973 (as amended in 1974)

Florida is actively involved in the competency-based teacher education movement and is a member of the Multi-State Consortium on Competency-Based Teacher Education. Florida has produced a number of catalogues of teaching competencies and competency-based teacher training materials and support systems for preservice and inservice programs.

In 1973, the Florida State Legislature passed the Teacher Education Center Act (Sections 231.600-231.610 of the *Florida Statutes*) for the purpose of declaring "a new state policy for the education of teachers and to provide support for the developmental and operational activities required to implement the new policy." A State Council for Teacher Education Centers, consisting of six teachers, a superintendent, a school board member, two teacher educators, and two members of the Department of Education, was established to assist in the development of the new policy. The State Council recommended amendments to the bill which were passed in 1974.

The local teacher education centers are administered by local councils, the members of which are appointed by the local school boards. The local councils recommend policies and procedures for the centers, develop goals and

objectives, and make recommendations on an appropriate budget.

The purpose of the centers is to augment present college and university teacher education programs, as well as to conduct school district inservice teacher education programs. The centers also provide preservice and inservice teachers time to interact with faculty and staff of the colleges, universities, and school districts in a search for the most beneficial educational experiences for students. Each center assesses inservice training needs as perceived by classroom teachers, school district personnel, university personnel, and other concerned agencies, and the centers develop programs based on the identified inservice needs. The needs of clinical preservice teacher training are assessed and provided for by the centers, and the centers also facilitate internal and external evaluation which includes data gathering, process evaluation, product evaluation, and validation of teaching competency.

Each local center submits an annual report to the State Council for Teacher Education Centers based on the measurable objectives of the local center's proposal. The report includes a description and evaluation of programs conducted under the supervision of the local centers; the number of participants in local center program activities; a description and evaluation of methods of local center operations; and a statement of local center expenditures. The State Council for Teacher Education reviews the annual reports and submits an evaluation to the State Board of Education and the Florida State Legislature.

Chapter 277, Page 69, Kansas Statutes Annotated, Volume 5A, 72-1114

School accreditation based upon performance usually is carried out on a voluntary basis in the states offering this method of accreditation, and generally it is proposed as an alternative plan for accreditation along with standard accreditation methods. Under a Kansas law enacted in 1972, any local district in the state that chooses this alternative plan for district-wide accreditation does so voluntarily, but it is to be followed in the context of a systematized educational accountability program which the Kansas Department of Education has devised for the local districts to establish.

The accreditation program can be implemented by following a series of 29 steps, some of which include the establishment of goals; the development of performance objectives and a test item bank, the pretesting of students; analysis of test results; modification of the program for state board of education approval; development of a cost analysis program; post-testing; a total program audit and evaluation; annual reporting; and modification and recycling of the program.

* * * * *

The Appendix which follows contains complete copies of the nine laws discussed in this report. As noted in the Preface, copies of all the accountability laws collected in the last three years will be included in the final 1976 updating of *Legislation by the States: Accountability and Assessment in Education.*

APPENDIX
COPIES OF STATE ACCOUNTABILITY LAWS DISCUSSED IN TEXT

NEW JERSEY

CHAPTER 212, LAWS OF 1975

AN ACT providing for a thorough and efficient system of free public schools, a State aid program implementing such system, revising parts of the statutory law and supplementing Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

ARTICLE I. SHORT TITLE; LEGISLATIVE FINDINGS; DEFINITIONS

1. This act shall be known and may be cited as the "Public School Education Act of 1975."

2. a. The Legislature finds and declares that:

(1) The New Jersey Constitution provides that the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of 5 and 18 years is a legislative responsibility;

(2) It has been determined by the Supreme Court of New Jersey that the constitutional requirement has not been met and that action must be taken to correct any deficiencies;

(3) Extensive efforts have been made by the Executive and Legislative branches of State Government and others since the Supreme Court's decision to determine the content of a thorough and efficient system of education and how it may be assured;

(4) Because the sufficiency of education is a growing and evolving concept, the definition of a thorough and efficient system of education and the delineation of all the factors necessary to be included therein, depend upon the economic, historical, social and cultural context in which that education is delivered. The Legislature must, nevertheless, make explicit provision for the design of State and local systems by which such education is delivered, and should, therefore, explicitly provide after 4 years from the effective date of this act for a major and comprehensive evaluation of both the State and local systems, and the sufficiency of education provided thereby;

(5) In order to encourage citizen involvement in educational matters, New Jersey should provide for free public schools in a manner which guarantees and encourages local participation consistent with the goal of a thorough and efficient system serving all of the children of the State;

(6) A thorough and efficient system of education includes local school districts in which decisions pertaining to the hiring and dismissal of personnel, the curriculum of the schools, the establishment of district budgets, and other essentially local questions are made democratically with a maximum of citizen involvement and self-determination and are consistent with Statewide goals, guidelines and standards; and

(7) Such a system should be in part locally funded to encourage involvement of and assure the financial supervision by the residents of the local unit, and in part State funded, to equalize Statewide the tax effort required for a thorough and efficient system of free public schools.

b. The Legislature, therefore, hereby accepts the responsibility:

(1) To define the overall goal of a thorough and efficient system of free public schools in New Jersey;

(2) To establish guidelines within which such a system shall operate;

(3) To delegate to appropriate State and local agencies the authority:

(a) to establish goals and objectives consistent with legislative guidelines, and

(b) to define standards of performance necessary to indicate achievement of the goals and objectives;

(4) To establish a funding structure which will ensure that adequate financial resources shall be available to enable a system of free public schools to operate throughout the State; and

(5) To monitor the system of free public schools and provide for corrective action when necessary to ensure adequate progress toward the achievement of goals and objectives.

3. For the purposes of this act, unless the context clearly requires a different meaning:

"Administrative order" means a written directive ordering specific corrective action by a district which has shown insufficient educational progress within a reasonable period of time in meeting goals and standards.

"Approved special class pupil" means a pupil enrolled in any class for atypical pupils pursuant to chapter 46 of Title 18A of the New Jersey Statutes.

"Approved special education services pupil" means a pupil receiving specific services pursuant to chapter 46 of Title 18A of the New Jersey Statutes but excluding pupils attending county special services school districts.

"Bilingual education pupil" means a pupil enrolled in a program of bilingual education approved by the State board.

"Budgeted capital outlay" means those capital outlay expenditures that are included in the annual school budget.

"Categorical programs" means those programs and services recognized in this act as requiring per pupil expenditures over and above those applicable to regular programs, as provided in section 20 of this act.

"Current expense" means all expenses of the school district, as enumerated in N. J. S. 18A:22-8, other than those required for interest and debt redemption charges and any budgeted capital project.

"Debt service" means and includes payments of principal and interest upon school bonds and other

obligations issued to finance the acquisition of school sites and the acquisition, construction or reconstruction of school buildings, including furnishings, equipment and the costs of issuance of such obligations and shall include payments of principal and interest upon bonds heretofore issued to fund or refund such obligations, and upon municipal bonds and other obligations which the commissioner approves as having been issued for such purposes. Debt service pursuant to the provisions of P. L. 1971, c. 10 (C. 18A:58-33.6 et seq.) and P. L. 1968, c. 177 (C. 18A:33.2 et seq.) is excluded.

"District equalized valuation per pupil" means the quotient resulting from dividing the total equalized valuations in the school district by the resident enrollment of the district; provided that in the determination of the equalized valuation per pupil of a county vocational school the total equalized valuations in the county shall be divided by the total resident enrollment in all school districts of the county to obtain the county vocational school equalized valuation per pupil.

"Equalized valuations" means the equalized valuation of the taxing district or taxing districts as certified by the Director of the Division of Taxation on October 1 of the pre-budget year.

With respect to regional districts and their constituent districts, however, the equalized valuations as described above shall be allocated among the regional and constituent districts in proportion to the number of pupils in each of them.

"Evening school pupils" means the equated full-time resident enrollment of pupils enrolled in an accredited evening high school, an evening vocational high school, and in other evening schools except schools offering programs for self-improvement and social enrichment.

"Goals" means a written statement of educational aspirations for learner achievement and the educational process stated in general terms.

"Guaranteed valuation per pupil" means for the calculation of State support for the school year 1976-77, 1.3 times the State average valuation per pupil, and for all school years thereafter, 1.35 times the State average valuation per pupil, rounded to the nearest thousand dollars, for the year in which the calculation of aid is made except as modified by section 48 hereof.

"Joint Committee on the Public Schools" means the Committee created pursuant to P. L. 1975, c. 16 (C. 52:9R-1 et seq.).

"Local vocational pupils" means the full-time equivalent of pupils enrolled in approved categorical vocational programs in school districts designated as local area vocational school districts.

"Needs assessment" means a written analysis of the current status of an educational system in terms of achieving its goals.

"Net current expense budget" means the balance after deducting (1) State support for categorical programs pursuant to section 20 of this act, (2) the transportation amount in the current expense budget and (3) all other revenue in the current expense budget except the amount to be raised by local taxation, equalization State support, and State support for approved transportation.

"Net current expenses per pupil" means the quotient resulting from dividing the net current expense budget by the resident enrollment.

"Net debt service and budgeted capital outlay" means the balance after deducting all revenues from the school debt service and budgeted capital outlay budgets of the school district and the school debt service amount included in the municipal budget, except the amount to be raised by local taxation and State support.

"Objective" means a written statement of the intended outcome of a specific educational process.

"Pre-budget year" means the school year preceding the year in which the school budget will be implemented.

"Resident enrollment" means the number of pupils who are resident of the district and are enrolled in day or approved evening schools on the last school day of September of the pre-budget year and are attending the public schools of the district or a school district or State college demonstration school to which the district of residence pays tuition; provided that a district shall count pupils regularly attending both the schools of the district and of a county vocational school in the same county on an equated full-time basis.

"Standards" means the process and stated levels of proficiency used in determining the extent to which goals and objectives are being met.

"State average net current expense budget per pupil" means the quotient resulting from dividing the total net current expense budget of all districts in the State by the total resident enrollment in the State.

"State average valuation per pupil" means the quotient resulting from dividing the total equalized valuations in the State as certified by the Director of the Division of Taxation on October 1 by the total resident enrollment in the State. In the event that the equalized table certified by the Director of the Division of Taxation shall be revised by the Division of Tax Appeals on or before January 30 of the next succeeding year, such revised valuation shall be used in any recomputation of aid for an individual district filing such appeal but will have no effect upon the State average valuation per pupil.

"State compensatory education pupil" means a pupil who is enrolled in preventive and remedial programs, approved by the State board, supplemental to the regular programs and designed to assist pupils who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

"State support limit" means the sixty-fifth percentile net current expense budget per pupil for the prebudget year when all district figures are ranked from low to high. The State support limit shall be calculated and applied separately for (a) limited purpose regional districts offering grades 9 through 12, (b) limited purpose regional districts offering grades 7 through 12, provided, however, that the figure used for such districts shall be not less than 90% of the sixty-fifth percentile for limited purpose regional districts offering grades 9 through 12,

(c) constituent districts of limited purpose regional districts offering grades 9 through 12, (d) constituent districts of limited purpose regional districts offering grades 7 through 12, provided, however, that the figure used for such districts shall be not less than 90% of the sixty-fifth percentile for constituent districts of limited purpose regional districts offering grades 9 through 12, and (e) all other districts.

ARTICLE II. GOALS, STANDARDS AND GUIDELINES; PROCEDURES OF EVALUATION; ENFORCEMENT

4. The goal of a thorough and efficient system of free public schools shall be to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.

5. A thorough and efficient system of free public schools shall include the following major elements, which shall serve as guidelines for the achievement of the legislative goal and the implementation of this act:

a. Establishment of educational goals at both the State and local levels;

b. Encouragement of public involvement in the establishment of educational goals;

c. Instruction intended to produce the attainment of reasonable levels of proficiency in the basic communications and computational skills;

d. A breadth of program offerings designed to develop the individual talents and abilities of pupils;

e. Programs and supportive services for all pupils especially those who are educationally disadvantaged or who have special educational needs;

f. Adequately equipped, sanitary and secure physical facilities and adequate materials and supplies;

g. Qualified instructional and other personnel;

h. Efficient administrative procedures;

i. An adequate State program of research and development; and

j. Evaluation and monitoring programs at both the State and local levels.

6. The State board, after consultation with the commissioner and review by the Joint Committee on the Public Schools shall (a) establish goals and standards which shall be applicable to all public schools in the State, and which shall be consistent with the goals and guidelines established pursuant to sections 4 and 5 of this act, and (b) make rules concerning procedures for the establishment of particular educational goals, objectives and standards by local boards of education.

7. Each local board of education shall establish particular educational goals, objectives and standards pursuant to rules prescribed by the State board.

8. The State board after consultation with the commissioner and review by the Joint Committee on the Public Schools shall, from time to time, but at least once every 5 years, review and update the State goals and standards established pursuant to this act. In reviewing and updating these goals and standards, the State board shall consult with, and be assisted by, (a) the Commissioner of Labor and Industry who, in consultation with employer and employee groups, shall report annually to the State board projecting labor needs and describing employment qualifications in New Jersey, (b) the Chancellor of Higher Education who, in consultation with the institutions of higher education in the State, shall report annually to the State board on entry requirements and anticipated enrollment levels, (c) the Commissioner of Health who shall report annually to the State board on the current and projected health needs in New Jersey, (d) the Commissioner of Institutions and Agencies who shall report annually to the State board on the education of pupils under the jurisdiction of the department, and (e) such other employees and officers of the State as may be able to assist the State board in its activities pursuant to this section.

9. The commissioner, in cooperation with local school districts, shall from time to time, but at least once every 5 years, direct a comprehensive needs assessment program of all pupils in the State in light of State goals and standards, and shall make the results of the needs assessment program available to local school districts, which districts shall review and update their particular educational goals, objectives and standards to meet those needs. All such results shall be made public.

10. For the purpose of evaluating the thoroughness and efficiency of all the public schools of the State, the commissioner, with the approval of the State board and after review by the Joint Committee on the Public Schools, shall develop and administer a uniform, Statewide system for evaluating the performance of each school. Such a system shall be based in part on annual testing for achievement in basic skill areas, and in part on such other means as the commissioner deems proper in order to (a) determine pupil status and needs, (b) ensure pupil progress, and (c) assess the degree to which the educational objectives have been achieved.

11. Each school district shall make an annual report of its progress in conforming to the goals, objectives and standards developed pursuant to this act. Each district's annual report shall include but not be limited to:

a. Demographic data related to each school;

b. Results of assessment programs, including Statewide and district testing conducted at each school;

c. Information on each school's fiscal operation, including the budget of each school;

d. Results of each school's effectiveness in achieving State, district and school goals and objectives applicable to the pupils;

e. Plans and programs for professional improvement;

f. Plans to carry out innovative or experimental educational programs designed to improve the quality of education; and

g. Recommendations for school improvements during the ensuing year.

h. Additionally, the State Board of Education may from time to time require each district to submit a facilities survey, including current use practices and projected capital project needs, but not more frequently than once every 2 years.

The district reports shall be submitted to the commissioner by July 1 of each year and he shall make them the basis for an annual report to the Governor and the Legislature, describing the condition of education in New Jersey, the efforts of New Jersey schools in meeting the standards of a thorough and efficient education, the steps underway to correct deficiencies in school performance, and the progress of New Jersey schools in comparison to other state education systems in the United States.

12. In addition to the annual reports required by section 11 of this act, the State board shall, 4 years after the effective date of this act, make a comprehensive report to the Governor and the Legislature assessing the effectiveness of this act in producing a thorough and efficient system of free public schools. The report shall include an account of the progress of each local school district in meeting the goals, objectives and standards prescribed under sections 6 and 7 of this act, identify those districts and schools which fail to meet them, and make recommendations, if necessary, for hastening the elimination of any deficiencies.

13. Thereafter, the Governor shall deliver a biennial message to the Legislature on the progress of New Jersey's schools in providing a thorough and efficient education and recommending legislative action, if appropriate.

14. The commissioner shall review the results of the evaluations conducted and reports submitted pursuant to sections 10 and 11 of this act. If the commissioner shall find that a school or a school district has failed to show sufficient progress toward the goals, guidelines, objectives and standards established in and pursuant to this act, he shall advise the local board of education of such determination, and shall direct that a remedial plan be prepared and submitted to him for approval. If the commissioner approves the plan, he shall assure its implementation in a timely and effective manner. If the commissioner finds that the remedial plan prepared by the local board of education is insufficient, he shall order the local board to show cause why the corrective actions provided in section 15 of this act should not be utilized. The hearing upon said order to show cause shall be conducted in the manner prescribed by subdivision B of article 2 of chapter 6 of Title 18A of the New Jersey Statutes.

15. If, after a plenary hearing, the commissioner determines that it is necessary to take corrective action, he shall have the power to order necessary budgetary changes within the school district, to order in-service training programs for teachers and other school personnel, or both. If he determines that such corrective actions are insufficient, he shall have the power to recommend to the State board that it take appropriate action. The State board, on determining that the school district is not providing a thorough and efficient education, notwithstanding any other provision of law to the contrary, shall have the power to issue an administrative order specifying a remedial plan to the local board of education, which plan may include budgetary changes or other measures the State board determines to be appropriate. Nothing herein shall limit the right of any party to appeal the administrative order to the Superior Court.

16. Should the local board of education fail or refuse to comply with an administrative order issued pursuant to section 15 of this act, the State board shall apply to the Superior Court by a proceeding in lieu of prerogative writ for an order directing the local school board to comply with such administrative order.

Article III. State School Aid

17. Annually, on or before October 5, the secretary of the board of education, with the approval of the superintendent of schools, or if there be no superintendent of schools, with the approval of the county superintendent of schools, shall file wih the commissioner a report stating the number of pupils enrolled by grade and the number of these pupils in approved programs of (a) special education classes, (b) compensatory education, (c) bilingual education and (d) local vocational education on the last school day of September. In addition, districts shall file annual reports providing such information as the commissioner may require for pupils receiving special education services.

18. Equalization support for current expenses of all school districts shall be paid in accordance with the following calculations:

a. Divide the district equalized valuation per pupil by the guaranteed valuation per pupil and subtract the quotient from 1.0000 to obtain the district's State support ratio.

b. Multiply the district's State support ratio by the smaller of (1) the net current expense budget for the prebudget year or (2) the product of the resident enrollment and the State support limit. The amount obtained is the current expense equalization support.

c. Notwithstanding any other provision of this section, no district shall receive less in current expense equalization support than 10% of the State support limit.

19. State support for debt service and budgeted capital outlay shall equal the total of the net debt service and budgeted capital outlay budgets for the pre-budget year multiplied by the district's current expense State support ratio obtained in section 18 of this act. If the product is less than zero, no support shall be paid. Budgeted capital outlay used for the calculation of State support shall be the smaller of (1) the budgeted capital outlay for the pre-budget year, or (2) 1 1/2% of the sum of the current expense and budgeted captial outlay for the pre-budget year.

20. In addition to the equalization support authorized in section 18 of this act, categorical program support for 1975-76 and 1976-77 shall be paid in accordance with the following calculations:

a. The number of categorical aid units shall be determined by adding the products obtained by multiplying the pupils in each category by the following additional cost factors:

CATEGORICAL PROGRAMS

Special Education Classes	Additional Cost Factors
Educable	0.53
Trainable	0.95
Orthopedically handicapped	1.27
Neurogically impaired	1.06
Perceptually impaired	0.85
Visually handicapped	1.91
Auditorially handicapped	1.38
Communication handicapped	1.06
Emotionally disturbed	1.27
Socially maladjusted	0.95
Chronically ill	0.85
Multiply handicapped	1.27
Other Classes and Services	**Additional Cost Factors**
Approved private school tuition	1.0 plus the additional cost factor of the handicap
Supplementary and speech instruction	0.09 based on the number of pupils actually receiving such instruction in the prior school year
Bilingual education	0.16
State compensatory education	0.11
Approved local vocational education	0.53

b. The number of categorical aid units for home instruction shall be determined by multiplying the number of hours of instruction actually provided in the prior school year by 0.006.

c. For the purposes of this section, aid shall be paid to districts in which the pupils reside except in the case of home, supplementary or speech instruction where aid shall be paid to the district providing the service. No tuition may be charged for such home, supplementary or speech instruction for costs covered by State support as provided in this section.

d. Categorical program shall equal the number of units of additional cost multiplied by the State average net current expense budget per pupil for the prebudget year.

21. On or before April 1, 1977, and on or before April 1 of each subsequent year, the Governor, after consultation with the Department of Education, shall recommend to the Legislature any revision in the schedule of additional cost factors which is deemed proper, together with appropriate supporting information, and such revised additional cost factors shall be deemed approved for the fiscal year beginning 1 year from the subsequent July 1 at the end of 60 calendar days after the date on which they are transmitted to the Senate and General Assembly, or if the Legislature is not in session on the sixtieth day, then on the next succeeding day on which it shall be meeting in the course of a regular or special session, unless between the date of transmittal and the end of the above period, the Legislature passes a concurrent resolution stating that the Legislature does not favor the revised schedule of additional cost factors, in which case the additional cost factors then in effect shall continue in effect.

22. There is hereby established a compensatory education research and development fund. For the 1976-77 fiscal year and annually thereafter, there shall be appropriated to the fund an amount equal to 3% of the amount calculated for State aid for compensatory education pursuant to section 20 of this act. The fund shall be used to support pilot and demonstration projects which are designed to improve the education of compensatory education pupils.

23. The commissioner is authorized to make grants to school districts for the establishment of pilot and demonstration projects for compensatory education pupils, to provide for the establishment of appropriate evaluation procedures, and take any other action necessary to insure the implementation of such projects.

24. State support for county vocational school districts shall be paid in accordance with the following calculations:

a. Divide the county equalized valuations per pupil by the guaranteed valuation per pupil and subtract the quotient from 1.0000 to obtain the county vocational school's State support ratio.

b. Multiply the State support ratio by the smaller of (1) the net current expense budget for the prebudget year or (2) the product of the resident enrollment multiplied by 175% of the Statewide sixty-fifth percentile net current budget per pupil for the prebudget year when all district figures are ranked from low to high. The amount obtained is the current expense equalization support. If the State support ratio is zero or less than zero, no support shall be paid.

c. Debt service and budgeted capital outlay support for county vocational schools shall be calculated in accordance with section 19 of this act.

25. A district which has a net current expense budget per pupil in the prebudget year of less than the State average net current expense budget per pupil may increase its net current expense budget per pupil in the following year by no more than an amount found by multiplying three-fourths of the latest annual percentage increase in the total State equalized valuation by the State average net current expense budget per pupil for the prebudget year, and multiplying the product by the quotient resulting from dividing the State average net current expense budget per pupil by the school district net current expense budget per pupil for the prebudget year; provided, however, that in no event shall the figure used for the latest annual percentage increase in the total State equalized valuation be less than the average of such percentage increases for the latest 3 years. Any other district may increase its net current expense budget per pupil by no more than an amount found by multiplying three-fourths of the latest annual percentage increase in the total State equalized valuation by the school district's net current expense budget per pupil for the prebudget year, and multiplying the product by the quotient resulting from dividing the State average net current expense budget per pupil by the school district net current

expense budget per pupil for the prebudget year. For the purpose of these calculations, the enrollment of a district shall be assumed to remain constant between the prebudget year and the year during which the budget will be implemented.

Annually, on or before November 15, the commissioner shall certify to each local board of education the amount by which the school district may increase its budget for the next year without exceeding the permissible rate of increase.

The commissioner may approve the request of a local board of education for a greater increase, having judged that (1) a reallocation of resources or any other action taken within the permissable level of spending would be insufficient to meet the goals, objectives and standards established pursuant to this act, or (2) an increased enrollment may reasonably be anticipated in the district.

26. The amounts payable to each school district pursuant to this act shall be paid by the State Treasurer upon the certification of the commissioner and warrant of the Director of Budget and Accounting. Ten percent of the appropriation for current expense equalization and categorical program support shall be paid on the first of each month from September through June. If a local board of education requires funds prior to the first payment, the board shall file a written request with the Commissioner of Education stating the need for such funds. The commissioner shall review each request and forward those for which need has been demonstrated to the appropriate officials for payment.

Debt service funds shall be paid as required to meet due dates for payment of principal and interest, and budgeted capital outlay funds shall be paid as requested by the local district.

Each school district shall file an annual written request for debt service and budgeted capital outlay payments to the commissioner 30 days prior to the beginning of the fiscal year for which the appropriation is made. Such request shall include the amount of interest bearing school debt, if any, of the municipality or district then remaining unpaid, together with the rate of interest payable thereon, the date or dates on which the bonds or other evidences of indebtedness were issued, and the date or dates upon which they fall due. In the case of Type I school districts, the board secretary shall secure such schedule of outstanding obligations from the clerk of the municipality.

27. On or before November 1 of each year, the commissioner shall determine the amount necessary to be appropriated by the State to carry out the provisions of this act for the succeeding school year and shall determine for local budget purposes the amounts payable to each of the counties and districts under this act for such succeeding year.

28. Annually, on or before December 1, local boards of education shall submit to the commissioner a copy of their proposed budgets for the next school year. The commissioner shall review each item of appropriation within the current expense and budgeted capital outlay budgets and shall determine the adequacy of the budgets with regard to the annual reports submitted pursuant to section 11 of this act.

29. N. J. S. 18A:13-23 is amended to read as follows:

18A:13-23. The annual or special appropriations for regional districts, including the amounts to be raised for interest upon, and the redemption of, bonds payable by the district, shall be apportioned among the municipalities included within the regional district upon the basis of the portion of each municipality's equalized valuation allocated to the regional district, calculated as described in the definition of equalized valuation in section 3 of this 1974 amendatory and supplementary act.

30. N. J. S. 18A:13-24 is amended to read as follows:

18A:13-24. The amounts to be raised for annual or special appropriations and for interest upon, and the redemption of, bonds for regional districts shall be certified by the regional board of education to, and shall be apportioned among the municipalities included within the regional district as follows:

a. When the regional district is located wholly within one county, said amounts shall be certified to the county board of taxation of the county and shall be apportioned by it among such municipalities in the manner, and upon the basis, prescribed in this article; or

b. When the regional district is located in more than one county, said amount shall be certified to the county board of taxation of the county in which the largest number of regional district pupils are resident, and said amounts shall be apportioned by said county board of taxation, among such municipalities in the manner, and upon the basis, prescribed in this article.

The share of the amount to be raised by taxation in each municipality included in a regional district shall be certified to the appropriate county board of taxation by the Commissioner of Education.

The amounts apportioned to each such included municipality shall be assessed, levied and collected in the same manner and at the same time as other school taxes are assessed, levied and collected therein and shall be paid upon requisition as in other Type II school districts.

31. N.J.S. 18A:23-2 is amended to read as follows:

18A:23-2. Each annual audit shall include an audit of the books, accounts and moneys, and a verification of all cash and bank balances of the board and of any officer or employee thereof and of moneys derived from athletic events or the activities of any organization of public school pupils conducted under the auspices of the board, from the date of the last annual audit to the date of the audit in question. Such audit shall also include a determination of the extent to which the school board has used contracts entered into by the State Division of Purchase and Property pursuant to P. L. 1969, c. 104 (C. 52:25-16.1 et seq.) in the purchase of materials, supplies or equipment for the school district.

32. N.J.S. 18A:23-3 is amended to read as follows:

18A:23-3. The report of each annual audit shall be filed, by the public school accountant making the same, with his recommendations with the board of education of the district, and such accountant shall within five days thereafter file two duplicate copies thereof certified under

his signature in the office of the commissioner. The commissioner annually shall publish a summary of such recommendations as made for each school district and the steps which have been taken in each district for their implementation.

33. N.J.S. 18A:39-15 is amended to read as follows:

18A:39-15. If the county superintendent of the county in which the districts are situate shall approve the necessity, the cost, and the method of providing such joint transportation and the agreement whereby the same is to be provided, each such board of education providing joint transportation shall be entitled to State aid in an amount equal to 100% of its proportionate share of the cost of such transportation pursuant to the terms of such agreement.

34. N.J.S. 18A:46-23 is amended to read as follows:

18A:46-23. The board of education shall furnish daily transportation within the State to all children found under this chapter to be handicapped who shall qualify therefor pursuant to law and it shall furnish such transportation for a lesser distance also to any handicapped child, if it finds upon the advice of the examiner, his handicap to be such as to make such transportation necessary or advisable.

The school district shall be entitled to State aid for such daily transportation in the amount of 100% of the cost to the district of furnishing such transportation to a program approved under this chapter in New Jersey when the necessity for such transportation and the cost and method thereof have been approved by the county superintendent of the county in which the district paying the cost of such transportation is situtated.

35. N.J.S. 18A:58-7 is amended to read as follows:

18A:58-7. Each district shall also be paid 100% of the cost to the district of transportation of pupils to a school when the necessity for such transportation and the cost and method thereof have been approved by the county superintendent of the county in which the district paying the cost of such transportation is situate. Such aid shall be paid for elementary pupils who live beyond 2 miles from their school of attendance and secondary pupils who live beyond 2 1/2 miles from their school of attendance.

36. N.J.S. 18A:58-25 is amended to read as follows:

18A:58-25. The State Treasurer shall maintain a school building aid capital reserve fund for each school district having funds on deposit as of the effective date of this act.

The Director of the Division of Investment shall invest and reinvest such capital reserve funds in the same manner and subject to the same requirements as are prescribed for the investment of State funds generally. Income received upon the investment of the capital reserve funds shall be credited pro rata to the capital reserve funds of the respective school districts, semiannually on November 1 and May 1.

In the event that a school district or municipality anticipates that it will be unable to meet the payment of principal or interest of any bonds hereafter issued for school purposes, it shall certify such inability to the Commissioner of Education and the Director of the Division of Local Government Services at least 10 days prior to the date such payment is due. The State Treasurer, upon certification of such inability by said commissioner and director or, in the event any such district or municipality fails to certify its anticipated inability to meet any such payments, upon notice and verification of such inability, shall withhold from the sums then or thereafter available to said district as State building aid a sum sufficient to pay the principal of and interest on such bonds. The State Treasurer shall pay ratably to the claimant holders of such bonds, or their agent, first the interest and then the principal due and owing to them by the school district or municipality, as the case may be, up to the amount of the building aid allowance then or thereafter available to such district or municipality.

37. N.J.S. 18A:58-26 is amended to read as follows:

18A:58-26. A school district may on November 1 or May 1 in any school year draw against its capital reserve fund, up to the amount of the balance therein, to the extent that such withdrawal is anticipated as a revenue in the school budget for the then current school year or it may be applied to a capital purpose authorized by ordinance or by vote of the electors of the school district. Such withdrawal shall be paid by the State Treasurer to the board of education upon application duly made to the commissioner and upon his certification and the warrant of the Director of the Division of Budget and Accounting.

38. R.S. 54:4-49 is amended to read as follows:

54:4-49. (a) Except as to any State tax at a fixed rate provided for in sections 54:4-50 and 54:4-51 of this Title, each county board of taxation, after having received the tax lists and duplicates of the assessors and having revised and corrected the same and having equalized the aggregate valuations of all the real property in the respective taxing districts, as required by R.S. 54:3-17 to 54:3-19, shall, after making adjustments for the debits and credits hereinafter mentioned, apportion the amount to be raised in the respective taxing districts for State, State school, county and free county library purposes and for purposes of consolidated school districts and school districts comprising two or more taxing districts, on the basis of the total valuation so ascertained for each taxing district. The total valuation for each taxing district, so ascertained, shall be known as the "apportionment valuation."

(b) The amount to be apportioned among the respective taxing districts shall be the amount to be raised for the purposes specified in subsection (a), plus or minus the difference between the total debits and total credits of the taxing districts affected, determined as provided in subsection (c). The net amounts respectively to be raised, after making allowance to the affected districts for the debits and credits, shall be equivalent to the amount required for each of the purposes specified in subsection (a).

(c) The net debit or credit of each taxing district shall be the amount by which the taxing district has overpaid or underpaid its share of the specific tax or taxes for the purposes specified in subsection (a) for the preceding

year or years because of increases or decreases in the amount of the assessments of the district subsequent to the apportionment in the preceding year or years by reason of final judgments on appeals, complaints and applications, the correction of clerical errors under R. S. 54:4-53 and the allowance of additional veterans' exemptions or deductions during the prior tax year by the collector pursuant to law. When an assessment has been reduced or added to, or increased, on appeal, complaint or other application, and the judgment on that appeal, complaint or other application has been further appealed, no deduction or increase as herein provided for shall be made with respect to the appealed assessment until the further appeal has been finally determined.

(d) So that there shall be uniformity of application and treatment under this section in all of the counties, the Director, Division of Taxation, shall issue regulations for the guidance of the county boards of taxation in the determination of the apportionment valuations, the amounts to be apportioned and the amounts of the debits and credits.

39. N.J.S. 18A:46-9 is amended to read as follows:

18A:46-9. Each child classified pursuant to section 18A:46-8 as mentally retarded shall be similarly further identified, examined and classified into one of the following subcategories:

a. Educable mentally retarded children, who are those who may be expected to succeed with a minimum of supervision in homes and schools and community life and are characterized particularly by reasonable expectation that at maturity they will be capable of vocational and social independence in competitive environment;

b. Trainable mentally retarded children, who are so retarded that they cannot be classified as educable but are, notwithstanding, potentially capable of self-help, of communicating satisfactorily, or participating in groups, of directing their behavior so as not to be dangerous to themselves or others and of achieving with training some degree of personal independence and social and economic usefulness within sheltered environments;

c. Children eligible for day training, who are those so severely mentally retarded as to be incapable of giving evidence of understanding and responding in a positive manner to simple directions expressed in the child's primary mode of communication and who cannot in some manner express basic wants and needs.

40. N.J.S. 18A:46-13 is amended to read as follows:

18A:46-13. It shall be the duty of each board of education to provide suitable facilities and programs of education for all the children who are classified as handicapped under this chapter except those so mentally retarded as to be eligible for day training pursuant to N.J.S. 18A:46-9. The absence or unavailability of a special class facility in any district shall not be construed as relieving a board of education of the responsiblity for providing education for any child who qualifies under this chapter.

A board of education is not required to provide any further educational program for children who have been admitted to the Marie H. Katzenbach School for the Deaf but shall be required to furnish necessary daily transportation Monday through Friday to and from the school for nonboarding pupils when such transportation is approved by the county superintendent of schools in accordance with such rules and regulations as the State board shall promulgate for such transporation. Any special education facility or program authorized and provided for a child attaining age 20 during a school year shall be continued for the remainder of that school year.

41. N.J.S. 18A:46-17 is amended to read as follows:

18A:46-17. The superintendent of schools, or the principal of a school in a district where there is no superintendent, may, upon the advice of the psychological examiner or examiners administering classification procedures required by this chapter, refuse to admit, or, having admitted, exclude, any child whose mental retardation is so severe that he has been diagnosed and classified as eligible for day training under this chapter.

Any child so refused admission or excluded shall be reexamined, upon the request of the parent or other person having custody and control of the child, after a period of 1 year shall have elapsed from the date of the last previous examination.

42. N.J.S. 18A:46-18 is amended to read as follows:

18A:46-18. The superintendent of schools or the principal of each school, as the case may be, shall forthwith report to the secretary of the board of education of the district the names of all children who have been refused admission or have been excluded under this chapter, and the names and addresses of their parents or persons having custody and control of them. Such refusal of admission or exclusion shall continue unless and until set aside by action of the board of education or lifted as a result of a reexamination. The superintendent or principal, as the case may be, shall report the names of any other mentally retarded children in the district known to him who are not in a private school or in a residential institution and who are considered to be eligible for day training.

The secretary of the board of education, after the meeting of the board next following the meeting at which the names of the children not admitted or excluded are reported, shall report the names and addresses to the county superintendent of schools of the county in which the district is situate. The county superintendent shall furnish a list of such names and addresses to the commissioner, who shall, in turn, transmit copies of all such lists to the Commissioner of Institutions and Agencies. Such list shall not be made public, but shall be open to the inspection of such public and private agencies, only, as have a legitimate interest in it and then only to the extent so necessary.

43. It shall be the duty of the State board in concert with the Department of Institutions and Agencies to provide suitable facilities and programs for all the children who are classified as eligible for day training.

44. N.J.S. 18A:4-24 is amended to read as follows:

18A:4-24. The commissioner shall, pursuant to rules and regulations of the State board, inquire into and ascertain the thoroughness and efficiency of operation of

any of the schools of the public school system of the State and of any grades therein by such means as to him seem proper, and he shall report to the State board the results of such inquiries and such other information with regard thereto as the State board may require or as he shall deem proper, but nothing in this section shall affect the right of each district to prescribe its own rules for promotion.

45. N.J.S. 18A:58-11 is amended to read as follows:

18A:58-11. There shall be appropriated annually the sum of $500,000.00 to be distributed by the commissioner, upon the approval of the State board, to meet unforeseeable conditions, including substantial increases in enrollments, in any school district. The amount of such emergency aid shall be payable by the State Treasurer upon the certificate of the commissioner and the warrant of the Director of the Division of Budget and Accounting.

46. Nothing in this act shall be construed to deny the State board, commissioner or local boards of education powers granted to them elsewhere in Title 18A of the New Jersey Statutes, except as expressly provided herein.

47. The State Board of Education shall promulgate rules and adopt policies, subject to the "Administrative Procedure Act." P.L. 1968, c. 410 (C. 52:14B-1 et seq.), make all determinations and exercise such powers of visitation as are necessary for the proper administration of this act.

48. Beginning in 1976, the Joint Committee on the Public Schools, by October 15 of each year, shall recommend to the Legislature for enactment any changes in the method or basis of financial support which appear desirable from the experience under this act. The committee, at the same time shall also recommend whether the level of State support provided by this act should be retained or increased in the direction of equal State local sharing of costs. The committee shall consider and recommend to the Legislature for enactment such other steps as may be appropriate.

49. There is hereby established a Task Force on Business Efficiency of the Public Schools, to consist of eight members, four of whom shall be members of the Joint Committee on the Public Schools to be appointed by the chairman, and four of whom shall be other persons to be appointed by the Governor. All members shall serve without compensation and vacancies in the membership of the task force shall be filled in the same manner as the original appointments are made.

50. Within 6 months of the effective date of this act, the task force shall report to the Legislature and the Governor its recommendations for improving the business efficiency of local school districts. The task force shall be discharged upon submission of its report.

51. The task force shall be entitled to call to its assistance and avail itself of the services of such employees of any State, county or municipal department, board, bureau, commission or agency as it may require and as may be available to it for said purpose, and to employ such professional, stenographic and clerical assistants and incur such traveling and other miscellaneous expenses as it may deem necessary, in order to perform its duties, and as may be within the limits of funds appropriated or otherwise made available to it for said purposes.

52. There is hereby appropriated from the General State Fund for the purposes of the task force the sum of $20,000.00.

53. If any clause, sentence, subdivision, paragraph, subsection or section of this act is held to be unconstitutional or invalid, such judgment shall not affect, impair or invalidate the remainder thereof, but shall be confined in its operation to the clause, sentence, paragraph, subdivision, subsection or section thereof directly involved in the controversy in which said judgment shall have been rendered. . . .

55. For the school year 1976-77, no district shall receive less in State aid in the aggregate for equalization support, categorical program support, debt service and budgeted capital outlay support and transportation support pursuant to this act than the aggregate amount of State aid received during the 1974-75 school year pursuant to N.J.S. 18A:58-5, 18A:58-6, P. L. 1970, c. 234, s. 9 (C. 18A:58-6.3), N. J. S. 18A:58-7, 18A:58-8, 18A:58-10 and 18A:58-30.

56. For the school year 1977-78, any district receiving less in State aid in the aggregate for equalization support, categorical program support, debt service and budgeted capital outlay support and transportation support pursuant to this act than the aggregate amount of State aid received during the 1974-75 school year pursuant to N.J.S. 18A:58-5, 18A:58-6, P. L. 1970, c. 234, s. 9 (C. 18A:58-6.3), N. J. S. 18A:58-7, 18A:58-8, 18A:58-10 and 18A:58-30 shall be entitled to the amount calculated under this act for such support plus one-half of the difference between that amount and the amount received during the 1974-75 school year pursuant to the above sections.

57. Articles I and II and section 44 and 46 through 54 of Article III of this act shall take effect July 1, 1975. The remaining sections of this act shall take effect July 1, 1976; provided that preparatory steps hereunder shall be taken as directed by the commissioner including, but not limited to, the submission of pupil enrollments and budgets of school districts.

CHAPTER 16. LAWS OF 1975

AN ACT creating a Joint Committee on the Public Schools to monitor the system of free public schools in New Jersey, and repealing P.L. 1970, c. 233 (C. 52:9N-1 et seq.).

WHEREAS, The New Jersey Constitution provides that the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the State between the ages of 5 and 18 years is a legislative responsibility; and

WHEREAS, The Joint Legislative Committee established pursuant to P.L. 1974, c. 14, has reported to the Legislature and has identified issues of educational funding and policy which warrant further study and possible legislative action; and

WHEREAS, The sufficiency of education is a growing and evolving concept; now, therefore

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. There is hereby created a committee to be known as the "Joint Committee on the Public Schools." The committee shall consist of seven members of the Senate, including five members of the Senate Education Committee, to be appointed by the President of the Senate and seven members of the Assembly, including five members of the Assembly Education Committee, to be appointed by the Speaker of the General Assembly. No more than four of the members from each House shall be of the same political party. All members shall serve without compensation and vacancies in the membership of the committee shall be filled in the same manner as the original appointments are made.

2. The committee shall select a chairman and vice chairman from among its members and a secretary who need not be a member of the committee.

3. The committee is authorized, empowered and directed to conduct a continuing study of the system of free public schools, its financing, administration, and operations, and to make recommendations for legislative action as it deems practicable and desirable for the maintenance and support of a thorough and efficient system of free public schools.

4. The committee shall be entitled to call to its assistance and avail itself of the services of the employees of the Law Revision and Legislative Services Commission, as well as employees of any other State, county or municipal department, board, bureau, commission or agency as it may require and as may be available to it for said purpose, and to employ such professional, stenographic and clerical assistants and incur such traveling and other miscellaneous expenses as it may deem necessary, in order to perform its duties, and as may be within the limits of funds appropriated or otherwise made available to it for said purposes. The committee shall have all the powers of a joint committee of the Legislature under the provisions of chapter 13 of Title 52 of the Revised Statutes.

5. The committee may meet and hold hearings at such place or places as it shall designate during the sessions or recesses of the Legislature and shall make an annual report of its findings and recommendations to the Governor and the Legislature, and may make other reports or recommendations as it deems necessary or desirable.

6. Funds appropriated pursuant to P. L. 1974, c. 14 and not spent shall be made available for the purposes of the joint committee. Any obligations of the Joint Legislative Committee established pursuant to P. L. 1974, c. 14, still outstanding as of December 31, 1974, shall be paid by the committee from such funds.

7. P.L. 1970, c. 233 (C. 52:9N-1 et seq.) is hereby repealed.

8. This act shall take effect December 31, 1974.

MISSISSIPPI

HOUSE BILL NO. 35, 1975

AN ACT TO ESTABLISH A SYSTEM OF EDUCATIONAL ACCOUNTABILITY AND ASSESSMENT OF EDUCATIONAL PERFORMANCE TO ASSIST IN THE MEASUREMENT OF EDUCATIONAL QUALITY AND TO PROVIDE INFORMATION TO SCHOOL OFFICIALS AND CITIZENS; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. (1) The Legislature hereby declares that the purpose of this act is to initiate and maintain a state program of educational accountability and assessment of performance by the State Department of Education which will obtain and provide meaningful information to the citizens about the public elementary and secondary education schools in this state. This information about educational performance should relate to educational goals adopted by the department to student achievement in areas of the school curriculum, and to investigation of meaningful relationships within this performance.

(2) The Legislature further declares that public school districts shall participate in the state accountability and assessment program and adopt compatible district plans in order to achieve improved educational accountability and to report meaningful information and results to the public.

SECTION 2. (1) The State Department of Education shall develop a state accountability and assessment program which will:

(a) Establish a procedure for the continuing examination and updating of adopted state goals for elementary and secondary education.

(b) Identify goal-related performance objectives that will lead toward achieving stated goals.

(c) Establish procedures for evaluating the state's and school district's performance in relation to stated goals and objectives. Appropriate instruments to measure and evaluate progress shall be used to evaluate student performance.

(2) The state's program shall provide for an annual review which shall include assessing the performance of students in at least the public elementary and secondary schools in such areas of knowledge, skills, attitudes and understandings, and other characteristics or variables that will aid in identifying relationships and differentials in the level of educational performance that may exist between schools and school districts in the state.

(3) The State Department of Education shall:

(a) Promulgate rules for the implementation of this section.

(b) Enter into such contracts as may be necessary to carry out its duties and responsibilities under this section.

(c) Establish recomendations for components of school district accountability programs and provide technical assistance to school districts in planning and implementing their plans.

(d) Provide in-service training for personnel who will be involved in carrying out the state's program of educational accountability and assessment of performance.

(e) Monitor periodically the assessment and evaluation of programs implemented by school districts and make recommendations for their improvement and increased effectiveness.

(f) Annually report and make recommendations to the Governor and Legislature, the State Board of Education, school boards, and the general public on its findings with regard to the performance of the state elementary and secondary education school system.

(4) The State Department of Education may establish a state advisory committee on educational accountability to make recommendations and assist it in carrying out its responsibilities under this section.

SECTION 3. The school board of every district in this state shall:

(a) Adopt a plan for a local accountability program designed to measure the adequacy and efficiency of educational programs offered by the school district in accordance with recommendations and criteria promulgated by the State Department of Education. The school board may appoint a broadly constituted citizen advisory accountability committee to make recommendations to the board relative to the program of educational accountability, but it shall be the sole responsibility of the district school board to implement plans required under this section.

(b) Report periodically to the residents of the school districts and the State Department of Education, in such form and giving such information as the State Department of Education requires, on the extent to which the school district has achieved the goals and objectives of its adopted plans.

SECTION 4. This act shall take effect and be in force from and after its passage.

OHIO

SENATE BILL NO. 170, 1975

Section 3301.131. The Department of Education shall administer an annual educational assessment program, in accordance with rules and standards adopted by the State Board of Education pursuant to Division J of Section 3301.07 of the Revised Code. The program shall require studies to be conducted to provide data from samples of Ohio students for a variety of subject and skill areas, which shall include reading and English composition at several age and grade levels. The standards used shall be objective and based on criteria established by the education profession for each grade and age level. Data referenced to State and national norms may also be collected and analyzed. Data collected shall be used to identify schooling needs according to socioeconomic, demographic, and other characteristics and shall be treated to preserve the anonymity of students, teachers, schools, and school districts. The assessment program shall employ a variety of test instruments and shall assure data from all students tested, including students from racial and cultural minority backgrounds.

An Advisory Committee on educational assessment shall be appointed by the State Board of Education, which shall provide by rule for the size, composition, and lengths of terms of the Committee. The Committee shall include four members of the General Assembly, two to be appointed by the Speaker of the House, not more than one of whom shall be from the same political party as the Speaker and two to be appointed by the President Pro Tempore of the Senate, not more than one of whom shall be from the same political party as the President Pro Tempore. In addition to its other duties, the Committee shall consult with representatives of the education profession and local boards of education and with other governmental officials and citizens in drawing up proposed plans and standards. Members of the Committee shall receive no compensation but shall be reimbursed for their actual and necessary expenses while discharging their official duties.

Actual assessment activities shall be conducted so as to provide data from students no later than the 1976-1977 school year.

Section 3313.94. The Board of Education of each school district shall issue an annual report of school progress for each school under its control and for the district according to guidelines established by the State Board of Education on recommendations from the Advisory Committee appointed under Section 3301.131 of the Revised Code. The reports shall contain information about the achievements, problems, plans, and improvements in the school or school district. The guidelines shall be developed in consultation with representatives of the education profession, local boards of education, and other residents of the State and shall require some information common to all schools and school districts, permit reporting of information particular to each school and district, and permit schools and school districts to take maximum advantage of reports already required by their board of education and other governmental units. The reports shall be issued to the local community of each school and district and shall be made in formats useful for parents and residents of the district.

The first reports shall be issued not later than November 1, 1976.

Section 3301.132. The Department of Education shall collect and analyze information on an annual basis of each new educational program and activity administered by or through it initiated during or after the 1975-1976 school year to determine the degree to which the program or activity achieves its goals and objectives and meets the State's educational needs. Any resident of the State shall, upon request, be granted access to the information and analysis thus produced.

OREGON

SENATE BILL 829, 1975

A BILL FOR AN ACT

Relating to state-wide planning and coordination of education; creating new provisions; amending ORS 351.265, 351.270, 351.710, 351.720 and 351.730; repealing ORS 351.273; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 351.265 is amended to read:

351.265. As used in ORS 351.265 to 351.302, "commission" means the Oregon Educational Coordinating Commission created by ORS 351.270.

Section 2. ORS 351.270 is amended to read:

351.270. (1) There hereby is created the Oregon Educational Coordinating Commission. The Governor shall appoint to the commission seven members to serve for terms of four years. Appointments of members to the commission by the Governor are subject to confirmation by the Senate in the manner provided in ORS 171.560 and 171.570.

(a) The appointments shall include representatives of the general public who are not employed by, do not operate or do not serve on the governing board of, any educational institution or agency.

(b) Persons appointed to the commission shall be representative of the general population of the state.

(c) No person appointed to the commission shall serve more than two consecutive terms, or a maximum of eight years.

(2) The commission shall appoint an advisory committee which shall assist the commission in identifying the issues, problems and alternative solutions which are critical to the effective coordination of education. Membership of the advisory committee shall include representatives of all segments of education, including administrators, students and faculty.

(3) The commission may appoint such other subcommittees or advisory committees as it deems necessary.

(4) The commission shall:

(a) Develop, implement and monitor a comprehensive and standardized state-wide data system capable of yielding information basic to policy formation by governing boards and appropriate governmental bodies.

(b) Design, implement and maintain a system which will identify the needs and expectations for educational services.

(c) Develop and propose state-wide educational policy and program objectives consistent with identified educational needs; assess the budgetary priorities of the educational segments to identify their consistency with state-wide policy and program objectives; advise the Governor of inconsistencies and omitted areas prior to his action on budget requests; and advise the Legislative Assembly of inconsistencies and omitted areas prior to its action on budget requests.

(d) Develop and propose systems for achieving stated educational policy and program objectives, and proposed new and existing post-secondary programs and proposed new post-secondary locations for consistency with state-wide policy and program objectives.

(e) Evaluate educational programs to determine the extent to which well-identified educational needs are being met.

(f) Evaluate the effectiveness of educational planning efforts, and provide for their appropriate modification.

(g) Assure that an equitable distribution of special resources is made to the various educational segments through the administration of interinstitutional state and federal programs as assigned by the Governor or the legislature.

(h) Monitor proceedings of all meetings of the State Board of Education and the State Board of Higher Education.

(i) Provide assistance to the House and Senate Education Committees, the Ways and Means Committees and the Emergency Board. These staff members shall provide the legislative committees with the findings of the commission and such other information as may be requested by the committees.

(j) Gather, interpret and evaluate all regular and special applications for federal moneys for financial aid programs in order to insure consistency throughout the public and private postsecondary institutions in Oregon.

(5) Following review of proposed new and existing post-secondary programs and proposed new post-secondary locations, and in the event of seemingly unnecessary duplications or inconsistencies, the commission shall recommend resolution to the appropriate segmental governing board concerned. The commission shall report unresolved issues and deficiencies periodically to the Legislative Assembly with recommendations for resolution. In those cases where the commission determines that a proposed new post-secondary program or a proposed new post-secondary location of a public institution would have a significantly adverse impact on one or more other segments of education, the commission shall have final authority for approval or disapproval, notwithstanding authority given to the State Board of Education in ORS chapters 326 and 341 and to the State Board of Higher Education in ORS chapter 351. Prior to approval or disapproval, the commission shall negotiate with the governing boards of the institutions affected to determine if satisfactory accommodations of the interests can be achieved.

(6) The commission may apply for and accept gifts, grants or services from or contract with nonprofit organizations, educational institutions and other state or federal agencies, and may administer such funds and

contracts. Grants from the Federal Government or any of its agencies may be accepted subject to the terms and conditions thereof, regardless of any laws of this state in conflict with the regulations of the Federal Government with respect thereto.

(7) There hereby is established in the General Fund of the State Treasury an account to be known as the Oregon Educational Coordinating Commission Account. All moneys received by the commission shall be paid into the State Treasury and credited to such account and hereby are appropriated continuously for and shall be used by the commission in carrying out the purposes of ORS 351.265 to 351.302.

(8) Members of the commission are entitled to compensation and expenses as provided in ORS 292.495.

(9) Pursuant to ORS chapter 183, the commission may adopt rules necessary to carry out its functions.

SECTION 2a. Section 3 of this Act is added to and made a part of ORS 351.265 to 351.302.

SECTION 3. In the discharge of its comprehensive planning responsibilities, the commission shall develop, adopt and maintain a comprehensive education plan and related policy objectives, which include state-wide educational goals and indicators appropriate for evaluating the qualitative and quantitative effectiveness of all aspects of education from kindergarten through post-graduate programs. The commission shall be directly responsible for the development of goals and policies and serve a coordinating role in plan development. Base level planning shall come from each educational governing board submitting plans to the commission, as specified in subsection (2) of this section.

(1) In developing the plan, the commission shall include short-range and long-range projections and shall consider at least the following factors:

(a) The continuity of elementary, secondary, post-secondary, continuing and informal levels of educational activity.

(b) The interrelationships, functions, roles, and responsibilities of each of the several state-wide agencies providing educational services in Oregon, including the coordinating agency.

(c) The range and kinds of educational programs appropriate to each segment, agency and private institution as developed through the procedure specified in subsection (2) of this section.

(d) The impact of budgetary priorities of the segments and agencies.

(e) The impact of student tuition and fees on various types and levels of students, and on educational programs and institutions.

(f) Appropriate levels of state-funded student financial aid.

(g) Access and admissions of students to post-secondary education.

(h) The educational programs and resources of independent and proprietary post-secondary education.

(i) The need for and location of post-secondary facilities.

(j) The desirability of consortia, cooperative efforts and mergers of post-secondary institutions or educational districts.

(k) A plan for monitoring progress made toward the attainment of state-wide educational goals and objectives; and for evaluating the impact of, and necessity for modifications in the comprehensive education plan.

(2) The commission shall require each state educational governing board or each private institutional governing board to submit a long-range plan, in a form and manner prescribed by the commission, for the post-secondary institution or institutions under the board's jurisdiction.

(3) The commission shall offer to the affected boards or their staffs opportunities to participate in the development of the forms, policies and procedures governing the submission of plans.

(4) The commission shall review and coordinate the plans submitted by affected boards, and evaluate them for consistency with the policies, objectives and goals of the comprehensive education plan. In the event of conflicts and inconsistencies, the commission shall recommend resolutions to the affected boards, and report unresolved issues and deficiencies periodically to the legislature with recommendations for their resolution.

SECTION 4. ORS 351.710 is amended to read:

351.710. (1) No school or other institution of learning shall confer or offer to confer any degree upon any person, in recognition of the attainment or proficiency of such person, in pursuing or graduating from any course conducted by it, without first having submitted the requirements for such degree to the Oregon Educational Coordinating Commission and having obtained its approval of such requirements.

(2) ORS 351.710 to 351.760 shall not apply to any school or institution of learning which has been established and conducted within this state, and has conferred degrees for a period of 15 years prior to March 4, 1935; nor to any school conducted under the public educational system of the state; nor to any school which is a member in good standing of the Northwest Association of Secondary and Higher Schools; nor to any school which confers degrees only for proficiency in any system or method of healing, nor to any school now conferring the degree of doctor of optometry; nor schools of theology operating on a post baccalaureate degree level.

SECTION 5. ORS 351.720 is amended to read:

351.720. Approval obtained under ORS 351.710 may be revoked for proper cause by the Oregon Educational Coordinating Commission at its discretion, after a hearing. Such hearing shall be held only after the school or institution of learning involved has been given 20 days' notice in writing of the time and place of such hearing.

SECTION 6. ORS 351.730 is amended to read:

351.730. Any decision made by the Oregon Educational Coordinating Commission refusing any school or institution of learning permission to confer degrees or revoking the right to confer degrees, shall be subject to the right of review by a suit brought in the circuit court of the county in which the school or

institution of learning is located. Such review shall be tried as a suit in equity.

SECTION 7. Section 8 of this Act is added to and made a part of ORS chapter 326.

SECTION 8. The State Board of Education shall cooperate with the Oregon Educational Coordinating Commission in the development of a state comprehensive education plan including elementary, secondary and community college education and in review of the board's programs and budget as provided in ORS 351.265 to 351.302. The board shall submit in timely fashion to the commission such data as is appropriate in a form prescribed by the commission. The board shall comply with the decisions of the commission regarding proposed new post-secondary programs and proposed new post-secondary locations determined by the commission to have a significantly adverse impact on one or more segments of education other than elementary, secondary and community college education.

SECTION 9. Section 10 of this Act is added to and made a part of ORS chapter 341.

SECTION 10. The State Board of Education shall cooperate with the Oregon Educational Coordinating Commission in the development of a state comprehensive education plan including community college education and in review of the board's programs and budget as provided in ORS 351.265 to 351.302. The board shall submit in timely fashion to the commission such data as is appropriate in a form prescribed by the commission. The board shall comply with the decisions of the commission regarding proposed new post-secondary programs and proposed new post-secondary locations determined by the commission to have a significantly adverse impact on one or more segments of education other than community college education.

SECTION 11. Section 12 of this Act is added to and made a part of ORS chapter 351.

SECTION 12. The State Board of Higher Education shall cooperate with the Oregon Educational Coordinating Commission in the development of a state comprehensive education plan including post-secondary education and in review of the board's programs and budget as provided in ORS 351.265 to 351.302. The board shall comply with the decisions of the commission regarding proposed new post-secondary programs and proposed new post-secondary locations determined by the commission to have a significantly adverse impact on one or more segments of education other than public institutions under the jurisdiction of the board.

SECTION 13 (1) The amendment to ORS 351.265 is intended to change the name of the Educational Coordinating Council to the Oregon Educational Coordinating Commission.

(2) For the purpose of harmonizing and clarifying statute sections published in Oregon Revised Statutes, the Legislative Counsel may substitute for words designating the Educational Coordinating Council, wherever they occur in Oregon Revised Statutes, words designating the Oregon Educational Coordinating Commission.

SECTION 14. (1) Notwithstanding the term of office set in ORS 351.270 as amended by section 2 of this Act, of the members appointed after the effective date of this Act:

(a) Two shall serve for terms ending June 30, 1977;

(b) Two shall serve for terms ending June 30, 1978; and

(c) Three shall serve for terms ending June 30, 1979.

(2) The terms of office of members of the council serving under ORS 351.270 are terminated on the effective date of this Act.

SECTION 15. ORS 351.273 is repealed.

SECTION 16. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1975.

FLORIDA

CHAPTER 75-284 1975

AN ACT relating to education; enacting the "Public Education Act of 1975".

Be It Enacted by the Legislature of the State of Florida:

Section 1. Short Title.—This act shall be known and may be cited as "The Public Education Act of 1975."

Section 22 Subsection (3) of section 237.34, Florida Statutes, 1974 Supplement, is amended and subsection (4) is added to read:

237.34 Comprehensive information, accounting and reporting system.

(3) COST REPORTINGEach district shall report expenditures of funds on a school-by-school and on an aggregate-district basis in accordance with standards provided by the department. Definitions of program categories and cost elements to be reported shall be prescribed by regulations of the state board and shall include the programs set forth in s. 236.081 (1) (c). In the 1975-1976 fiscal year and each succeeding fiscal year, an amount equal to at least 80 percent of the funds generated by a district in the program-cost categories of kindergarten and grades 1, 2, and 3 shall be expended in these program-cost categories in the district that generates the funds, and each district shall report to the Department of Education the percent and dollar amount of current operating funds of the Florida Education Finance Program, exclusive of categorical program funds and funds expended in the manner prescribed in s. 236.081(4), expended by program-cost categories that generate the funds. By the 1975-1976 fiscal year, an amount equal to at least 70 percent of current operation funds of the Florida Education Finance Program, exclusive of categorical program funds and funds expended in the manner prescribed by s. 236.081(4), shall be expended by program-cost categories in the district that generates the funds, and the school shall report similar expenditures and percents for basic programs. Expenses for instruction in art, music, and physical education may be included within the amounts used to reach the percentages required for basic programs. By the 1976-1977 fiscal year, 80 percent of current operation funds of the Florida Education Finance Program shall be expended by basic program-cost categories in each school that generates the funds and by special program-cost categories in the district that generates the funds. A district-by-district accounting shall be made for all categorical programs identified in s. 236.081 (6), and such funds shall be expended for the costs of the identified programs in accordance with regulations of the state board. All districts, in cooperation with the department, shall plan mutually compatible programs for the refinement of cost data and the improvement of the accounting and reporting system. The department shall report to the Legislature 60 days prior to the opening of the regular session of each year on the status of district programs and the state's own program for improvement of accounting and reporting of cost data on a statewide compatible basis. The report shall include the anticipated degree of implementation in the current fiscal year. The refinements and improvements identified in the district's plan and the state plan shall be accomplished by July 4, 1976. Each approved district plan and the state plan shall incorporate procedures, or the alternatives considered, for minimizing the number and complexity of reports from the school level.

(4) PROGRAM COST CATEGORIES—For the purposes of computing required percentages in this section, the following shall constitute district programs:

(a) kindergarten and grades 1, 2 and 3;
(b) grades 4 through 9;
(c) grades 10, 11 and 12;
(d) all special programs for exceptional students;
(e) all special vocational, technical programs; and
(f) all special adult general education programs.

Section 23. The Department of Education, the Department of Administration, and the Department of Revenue are authorized and directed, in cooperation with the legislature and the State Board of Education, to jointly investigate and study alternative methods of public school finance. The departments shall conduct such studies with the goal of full implementation of such an alternative method on or before July 1, 1980, and shall consider the intent of the legislature as stated above. The Department of Education shall make annual reports to the legislature of its findings, and may submit such proposed legislation and proposed constitutional amendments as it deems necessary and proper.

Section 24. The Department of Education is authorized to seek and obtain the full and complete cooperation of any state agency in the course of its study. All such agencies are directed to cooperate to the fullest reasonable extent. . . .

Section 25. The Department of Education is authorized to seek and obtain complete cooperation and assistance of the U.S. Commissioner of Education under P. L. 93-380, Section 842, Part D, Title VIII of the Education Amendments of 1974 (45 CFP Part 156Assistance to States for state equalization plans) in planning, designing and carrying out studies of alternative methods of public school finance.

Section 27. Subsection (7) of Section 236.02, Florida Statutes, 1974 Supplement, is amended to read:

236.02 Minimum requirements of the Florida Education Finance Program. Each district which participates in the state appropriations for the Florida Education Finance Program shall provide evidence of its effort to maintain an adequate school program throughout the district and shall meet at least the following requirements:

(7) COMPREHENSIVE EDUCATIONAL PLAN REQUIRED.—

(a) Each district school board shall maintain an ongoing systematic evaluation of the educational program needs in that district and shall develop a comprehensive annual and long-range plan for meeting these needs, both on an annual and long-range basis, as prescribed by ss. 230.33(5) and 230.23(3).

(b) In accordance with regulations prescribed by the state board, each school board shall annually submit to the Department of Education that district's annual and long-range plan. Such plan shall reflect a structured program of action for meeting the educational needs of the district over a period of not less than 5 years and shall contain district goals and objectives which are consistent with the state goals for education.

(c) Each school district shall develop and maintain a method of evaluating its comprehensive plan and shall report annually the results of its evaluation to the Commissioner of Education. Such evaluation shall include, but not be limited to, the following student performance indicators:

1. Standardized student achievement test scores;
2. Advance placement;
3. Dropout rate;
4. College entrance examination scores;

(d) By January 1, 1976, each district shall submit those student performance indicators, as specified in paragraph (c) above and as those maintained by the district, for the fiscal years 1969-70 through 1974-75, inclusive. Thereafter, each district shall submit those student indicators, as specified in paragraph (c) above, annually by January 1 for the prior fiscal year.

(e) The Commissioner of Education shall review each district comprehensive plan, and its plan for evaluation of student performance and progress, and provide information and assistance to the superintendent and personnel of the district for improvement in the plan and in correcting the deficiencies discovered.

Section 28. Section 237.35, Florida Statutes, is created to read:

237.35 Program information and audit.—

(1) The commissioner of education shall examine district procedures and the accuracy of district records including, but not limited to, the following:

(a) Reported full-time equivalent membership in each program category;

(b) The organization of all special programs to ensure compliance with law and the criteria established pursuant to ss. 230.23 (4)(m) and 233.0633;

(c) The procedures for diagnosis and placement of students in special programs for exceptional students to determine that the district is following the criteria for placement established by the Department of Education and the procedures for placement established by that district school board.

(d) The standards by which special programs for exceptional students, special vocational-technical programs, and special adult general education programs are evaluated for quality, efficiency, and effectiveness;

(e) Determination of the ratio of administrators to teachers in each school district which information shall be reported to the Legislature;

(f) Compliance with the cost reporting and expenditure requirements of Section 237.34.

If discrepancies or deficiencies are found, the Commissioner of Education shall provide information and assistance to the superintendent and personnel of the district in correcting the cited deficiencies. If it is determined that approved criteria and procedures for the placement of students and the conduct of programs have not been followed by the district, appropriate adjustments in that district's full-time equivalent student count shall be made and any excess funds shall be deducted from subsequent allocations of state funds to that district.

(2) The commissioner of education shall develop and implement an integrated information system for public school educational management. Such system shall contain an overall conceptual design encompassing the management decisions to be made at the individual school, district and state level and the information needed for such decisions to include fiscal, student, program, personnel, facility, community and other relevant data and the relationship between costs and effectiveness. By February 1, 1976, the commissioner shall submit an interim progress report to the Legislature.

LANGUAGE FROM FLORIDA APPROPRIATIONS BILL OF 1975-76

The development of a common data base and an integrated information system for public education, school districts, community colleges and universities is declared to be a priority of the legislature and the Commissioner of Education shall utilize the funds available to the state system of education to assure the completion of this system as rapidly as possible.

From the funds appropriated herein, the school district, the community colleges, the state universities and the Department of Education shall give priority to improving information systems, with specific emphasis on common data definitions and data handling procedures which will provide analyses and reports utilizing data from school districts, community colleges or state universities, and provided, further, that such development shall be carried out through a centrally coordinated and supervised effort.

TEACHER EDUCATION CENTER ACT OF 1973, AS AMENDED IN 1974

231.600 Short title. Sections 231.600-231.610 shall be known and may be cited as the "Teacher Education Center Act of 1973."

231.601 Purposes, intent, and policy.

(1) The purposes of this act are to declare a new state policy for the education of teachers and to provide support for the developmental and operational activities required to implement the new policy.

(2) The most important influence the school can contribute to the learning of any student is the attitudes, skills, knowledge and understanding of the teacher. If any

change is desired in the nature or quality of the educational programs of the schools it will come about only if teachers play a major role in the change. Teachers can best assist with improving education when they directly and personally participate in identifying needed changes and in designing, developing, implementing, and evaluating solutions to meet the identified needs. Historically, the responsibility for operating programs for pre-service teacher education has been assigned to colleges and universities, and responsibility for operating programs for in-service teacher education has been assigned to district school boards.

(3) The education of teachers is inherently a career-long process. It is commonly accepted that teacher education is best carried out through the collaborative efforts of the colleges and universities, the schools, and the community. Because of their nature, the most appropriate laboratories for teacher education are the schools and the community.

(4) Effective July 1, 1973, the responsibility for operating programs for pre-service and in-service teacher education is assigned jointly to the colleges and universities, to the district school boards, and to the teaching profession, with the colleges and universities having the primary responsibility for operating pre-service programs, the school districts having primary responsibility for operating in-service programs, and the teaching profession having the responsibility for providing information to make each institution's program meaningful and relevant. In order to facilitate collaboration between colleges and universities and school districts, ensure appropriate involvement and participation of teachers, and establish procedures for joint utilization of resources available for pre-service and in-service teachers, the state board of education shall issue regulations providing for the establishment of teacher education centers in school districts. There shall be no limitation on the number of centers which may be established in each district. Among the purposes of the teacher education centers shall be.

(a) To augment present college and university teacher education programs.

(b) To augment present school district in-service teacher education programs; and

(c) To provide time and opportunity for pre-service and in-service teachers to interact with faculty and staff of the colleges and universities and school districts in their common search for the most beneficial educational experiences for students.

(5) It is the intent of the legislature that this act be liberally construed so as to effectuate its purposes as far as legally and practically possible.

231.602 Definitions. As used in this act:

(1) "Center" means the headquarters location and the pre-service teacher training activities carried out in a school district in a teacher education center as approved by regulations of the state board of education.

(2) "Teacher education" means all experiences or activities carried out to assist individuals in attaining and maintaining skills, knowledge, and attitudes which enable them to perform in the professional role of teacher.

(3) "Commissioner" means the commissioner of education.

(4) "Department" means the department of education.

(5) "District" means school district.

(6) "School board" means the governing body of each school district.

(7) "Superintendent" means the superintendent of a district school system.

(8) "Teacher" means all professional personnel working toward an educational career or already in education, including school administrators, supervisors, counselors, librarians, and others.

(9) "Community" means the residents, organization, and agencies of the same geographic area served by the local school district.

(10) "Clinical pre-service" means those aspects of teacher preparation which are more appropriately conducted in the field-based setting than in the campus setting.

231.603 Establishing teacher education centers.

(1) To effectuate the purposes of this act, the state board of education shall adopt and plan regulations providing for the establishment of teacher education centers. Each teacher education center shall be planned, financed and staffed jointly by one or more school districts and by one or more colleges or universities Community colleges may participate in appropriate phases of teacher education center activities.

(2) The program of each teacher education center shall include, but not be limited to the following:

(a) To assess in-service training needs as perceived by classroom teachers, school distirct personnel, university personnel, and other concerned agencies.

(b) To develop programs based on those identified in-service needs.

(c) To provide human and material resources for in-service training by whichever agents are best prepared to deliver them.

(d) To assess needs and provide the resources and experiences for clinical pre-service teacher training, thus relating theoretical and practical study.

(e) To facilitate the entry or reentry of educational personnel into the teaching profession.

(f) To facilitate training processes which are based on assessment of needs; the development of experiences to meet those needs, and evaluation of the extent to which the needs were met.

(g) To facilitate internal and external evaluation which would include but not be limited to data gathering, process evaluation, product evaluation, and validation of teaching competency.

(3) Programs offered through teacher education centers shall be approved by the department of education in accordance with appropriate standards and procedures for approval of pre-service and in-service programs for teacher education and to achieve the purposes of this act.

(4) A teacher education center may initiate, in keeping with the standards established by the department of

education, any program determined to satisfy a need demonstrated within the school district.

231.604 State Council. The governor shall, within thirty days following the effective date of this act, appoint a State Council for Teacher Education Centers.

(1) MEMBERSHIP. The council shall be composed of fourteen members, as follows:

(a) Seven members shall be classroom teachers.

(b) Two members shall be college or university teacher educators.

(c) One member shall be a district school superintendent.

(d) One member shall be a district school board member.

(e) Two members shall be representatives of the state department of education.

(f) One member shall be a school principal.

(2) TERMS OF APPOINTMENT. The terms of appointment for each council member shall be three years and until his successor is appointed and qualified, except in the case of an appointment to fill a vacancy, in which case the appointment shall be for the unexpired term. However, the initial appointments shall be as follows: four members for one-year terms; five members for two-year terms; and five members for three-year terms. No member shall be appointed for more than two terms and no member shall serve as chairman for more than two years.

(3) PAYMENT OF EXPENSES. Members of the council shall be entitled to receive per diem and expenses for travel as provided in Section 112.061, [F.S. 1973] while carrying out offical business of the council.

(4) DUTIES AND RESPONSIBILITIES. As soon as practical following appointment of the council, the commissioner of education shall call an organizational meeting of the council. From among its members, the council shall elect a chairman who shall preside over meetings of the council and perform any other duties directed by the council or required by its duly adopted policies or operating procedures. The council shall also perform the following duties and responsibilities:

(a) Recommend to the department of education the most feasible locations for the teacher education centers from proposals submitted by school districts and universities as provided in Section 231.603(1).

(b) Recommend guidelines for expenditure of funds for teacher education centers.

(c) Evaluate the progress of teacher education centers, including specific programs as provided in Section 231.608.

(d) Perform such other duties as may be required to achieve the purposes of this act.

231.605 Facilities. The headquarters of each teacher education center shall be located in a suitable facility owned or leased by the district school board. The central operation of the teacher education center shall not occupy space which is also regularly used for normal classroom instruction of students.

231.606 Administration of local teacher education centers.

(1) CENTER COUNCIL. The local school board shall appoint the members of the council at the teacher education center.

(a) Membership. The local school board, superintendent, classroom teacher, universities, community agencies, and other interested groups shall recommend the membership of a council at each center of not less than nine members, broadly representative of all groups, except that classroom teachers, certificated to teach in kindergarten or grades one through twelve, who work 50% or more of their time at the school level other than those persons in administrative or supervisory positions, shall constitute a majority.

(b) Duties and responsibilities. The Center council shall perform the following duties and responsibilities:

1. Recommend policy and procedures for the teacher education center.

2. Develop goals and objectives for the center within the policies as determined by the local school board.

3. Recommend the employment of an appropriate teacher education center staff.

4. Make recommendations on an appropriate budget.

(2) SCHOOL DISTRICTS. The school board of each district in which a teacher education center is approved by the department of education shall preform the following duties and responsibilities:

(a) Appoint the members of the teacher education center council.

(b) Adopt policy and procedures for the teacher education center.

(c) Adopt a budget for the teacher education center.

(d) Appoint the director and staff of the teacher education center.

231.607 Multidistrict centers.

(1) In multidistrict centers, council members shall be determined as provided in Section 231.606. However, a proportionate number of members shall come from each district according to the total number of teachers in each district.

*(2) In determining the number of special teacher services units to be allocated for administration and staffing of a teacher education center as provided in Section 12, the minimum foundation program instruction units and number of pre-service participants of each participating district shall be added together. A proportionate fraction of the special teacher services units earned shall come from each district.

*Note. Subsection (2) was made superfluous by the repeal of Section 236.04(7) by Section 16, Chapter 73-345. It will be repealed by a subsequent revisor's bill.

231.608 Evaluation.

(1) Each teacher education center shall submit an annual report to the state council for teacher education centers. This report shall be based on the measurable objectives of the centers proposal and shall include, but not be limited to, the following:

(a) A description and evaluation of programs conducted under the supervision of the center.

(b) The number of participants in center program activities.

(c) A description and evaluation of methods of center operations.

(d) A statement of center expenditures.

(2) The state council shall review the annual reports and submit its evaluation to the state board of education, president of the senate, speaker of the house of representatives, and chairmen of the senate and house committees on education.

231.609 Funding. Teacher education centers shall be funded jointly by participating school districts and colleges and universities, the department of education, federal or private grants and donations, fees, and funds from any other appropriate source. The primary funding responsibility shall be as follows:

(1) SCHOOL DISTRICTS. The duties and responsibilities of the school board of each district in which a teacher education center is approved by the department of education shall be:

(a) To provide appropriate and adequate facilities for the operation of the center.

(b) To employ a director and appropriate staff for the center.

(c) To budget for center activities all appropriate funds for in-service teacher education programs for the district.

(2) BOARD OF REGENTS. The duties and responsibilities of the board of regents shall be to adopt, or cause to be adopted, policies and procedures necessary to accomplish the following:

(a) Full-time equivalency faculty and non-faculty positions equal to the student credit hours, undergraduate or graduate, earned by individuals participating in activities of teacher education centers established pursuant to this act shall be allocated to the activities of the centers where generated.

(b) All appropriate faculty professional activities and services, in addition to student contact hours teaching performed in school districts to effectuate the purposes and intent of this act, shall be recognized on the same basis as all other activities or services recognized for faculty rewards, including salary and promotions, and for allocating faculty time for research, counseling, and all other nonteaching services.

(c) The pro rate amount of non-faculty support and other resources appropriated for the state university system is allocated for the activities of the approved teacher education centers where generated.

(3) COLLEGES AND UNIVERSITIES. Each college and university, public or private, participating in an approved teacher education center, shall allocate for the approved college or university activities carried out in the teacher education center full-time equivalency faculty time and other appropriate resources equal to the allocation for the same type of activities carried out in on-campus programs.

(4) DEPARTMENT OF EDUCATION. The department shall not approve any teacher education center unless it is assured that essential teacher training materials, supplies, and equipment required for the pre-service and in-service teacher education programs and activities to be undertaken by the center are available, or will be available at the appropriate locations in the school district. Beginning with the fiscal year 1974-75, the commissioner shall include in the legislative budget of the department of education a request, with detailed justification, for the amount of funds necessary to allocate to each authorized teacher education center the appropriate amount for the purchase of the essential teacher training materials, supplies, and equipment for evaluation purposes to be carried out during that fiscal year. Funds appropriated to the department of education pursuant to this act shall be used by school districts exclusively for the purchase of teacher training materials, supplies, and equipment and for evaluation purposes as required pursuant to Section 231.608. However, nothing in this section shall be construed to authorize or appropriate any additional funds other than the start-up funds set forth in Section 231.610, it being contemplated that on-going funding shall come from funds already being expended on teacher education.

231.610 Noncredit activities.

(1) All noncredit student contact hours of instruction by faculty of the state university system in teacher education center activities conducted in school districts shall be computed for state appropriation purposes at the same rate as those for upper division credit courses. College or university faculty shall not be eligible for honoraria for consultant or any other services performed in programs or activities of approved teacher education centers.

(2) An amount shall be appropriated to the department of education for the purchase of services from independent colleges or universities and other agencies or individuals appropriate to the program of an approved teacher education center.

(3) From the amount appropriated annually by the appropriations act to the general office of the board of regents, the board shall allocate an amount in the manner indicated therein, to colleges of education in the state university system for the support of noncredit activities carried out in teacher education centers approved by the department of education which meet the criteria adopted specifically for this purpose by the state board of education pursuant to Section 231.601(4) and 231.603, Florida Statutes. Funds referred to this section shall not be spent for any activity other than the direct support of noncredit activities carried out under the direction of an approved teacher education center.

231.611. It is the intent of the legislature that the planning, development, and implementation of teacher education centers shall be carried out in an orderly systematic manner. State-wide implementation should be accomplished prior to June 30, 1979. The department of education is authorized to approve up to ten centers during the 1974-75 fiscal year. The following procedure shall be used in determining which centers shall be approved:

(1) The department of education shall provide each school district and each university full information about teacher education centers and a copy of all requirements for establishing and operating centers.

(2) Each district and university wishing to jointly establish a center in 1974-75 shall submit a brief proposal to the department of education.
(3) The state council on teacher education centers shall review all proposals and recommend to the department of education the ten locations which in the opinion of the council will best meet the expectations of the teacher education center act; provided, however, that consideration shall be given to geographic location so as to have some center development in the several regions of the state.
(4) The department shall notify all school districts of the locations selected and request those selected to develop a detailed plan of operation for approval by the department of education in accordance with this act and regulations of the state board of education.
(5) The department of education is authorized to use up to $20,000 per teacher education center from the educational research and development program to assist with start up and other developmental costs when such development is consistent with the mission of the research and development program.

236.0811 In-service Education Personnel Training. Each school board shall develop and maintain a comprehensive in-service training program for all educational personnel. Such programs shall be funded through annual appropriations in the Florida education finance program to each school district at the rate of five dollars ($5.00) per full-time equivalent student in each district or such other rate as may be established annually by the legislature. Funds appropriated to school districts pursuant to this section shall be used exclusively for in-service personnel training programs meeting criteria established by the department of education for in-service master plans. When a district has an approved teacher education center, these funds and the in-service program shall be conducted in accordance with the provisions of the Teacher Education Center Act of 1973, as amended.

KANSAS

CHAPTER 277, 1972 Kansas Statutes Annotated, Volume 5A, 72-1114

72-1114. Authorization for school district self-evaluation; effect; limitations. The Board of Education of any school district may make a self-evaluation on a district-wide basis in accordance with self-evaluation guides of the State Board of Education. Whenever any self-evaluation is completed by a school district, the same shall be submitted to the State Board of Education, and if approved by it, such self-evaluation shall be effective for the sole accreditation requirement of such school district for a period of five (5) years from the date of such approval. Accreditation under the provisions of this act shall be sufficient for the purposes of K.S.A. 1971 Supp. 72-116 and for all other purposes specified by statute or rules and regulations of the State Board of Education adopted pursuant to K.S.A. 1971 Supp. 72-7513. The provisions of K.S.A. 1971 Supp. 72-1101 and 72-1103 shall apply to school districts accredited under this act and other specific statutory requirements relating to school districts shall also apply.

C A P PUBLICATIONS

Report Number

1 *Annotated Bibliography of the State Educational Accountability Repository.* Phyllis Hawthorne. Revised February 1976. Wisconsin.

2 *Legislation by the States: Accountability and Assessment in Education.* Phyllis Hawthorne. Revised December 1975. Wisconsin.

4 *State Goals for Elementary and Secondary Education.* Susan Ketchum Ribble. Revised September 1973. Wisconsin. ERIC ED 083747.

5 *Characteristics of and Proposed Models for State Accountability Legislation.* Phyllis Hawthorne and Archie A. Buchmiller. April 1973. Wisconsin ERIC ED 078514

6 *Accountability: A Bibliography.* Gordon P. Hanson. July 1973. Wisconsin ERIC ED 084630.

8 *Educational Accountability in Four States (Colorado, Connecticut, Florida and Michigan):* Phyllis Hawthorne. December 1975. Wisconsin

20 *Keeping the Public Informed: Accent on Accountability.* A digest of the Michigan dissemination model. Erwin P. Bettinghaus and Gerald R. Miller. 1973 Michigan.

21 *Developing a Large Scale Assessment Program.* Frank B. Womer. July 1973. Minnesota.

22 *Developing a Large Scale Assessment Program.* Frank B. Womer. July 1973. Minnesota.

23 *Indicators and Statewide Assessment.* March 1974. Oregon.

24 *Roles of the Participants in Educational Accountability.* Carl E. Wilsey and Glenn B. Schroeder, 1974. Colorado.

25 *Using Educational Indicators for Program Accountability.* Michael J. Grady, Jr. September 1974. Colorado.

26 *Costs of Educational Accountability: A Maryland Exploratory Study.* November 1974. Maryland.

27 *Condition Variables in Relation to Measured Student Performance:* The Use of Indicators in Pennsylvania. November 1975. Pennsylvania.

28 *Operating an Objective-Referenced Testing Program:* Florida's Approach To Large-Scale Assessment. 1975. Florida.

NOTE Documents with ERIC reference numbers can be obtained through the usual ERIC procedures

Copies may be obtained from:

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